**UNIT 7: ENVIRONMENTAL PROTECTION**

**Period: 54** **Lesson 1: Getting started – At the Go Green Club**

**I. OBJECTIVES**

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

**1. Knowledge**

- Gain an overview about the topic *Environmental protection*

- Gain vocabulary to talk about *Environmental protection*

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Qualities**

- Understand the importance of protecting the environment

**II. TEACHING AIDS**

- Textbook

- Computer connected to the Internet, TV.

**III. PROCEDURES**

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

**a. Objectives:**

- To set the context for the introductory dialogue.

- To introduce the topic of the unit.

**b. Content:**

**-** Ask and answer questions.

**c. Expected outcomes:**

- Students know thetopic of the unit and be ready for the conversation.

**d. Organization**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Asking questions:**  - Teacher asks students: “What are environmental issues in our city?”  - Teacher calls 3-5 students to answer.  - Teacher shows some pictures of environmental issues in Ha Noi and asks students to guess the topic of the unit/ lesson.  - T sets the context for the listening and reading text: Write the title on the board *Environmental protection – At the Go Green Club*  **-** Teacher calls 3-5 students to answer. | ***Questions:***  *What are environmental issues in our city?*  ***Suggested answers:***  Environmental protection |

**2. ACTIVITY 1: PRESENTATION** (11 mins)

**a. Objectives:**

- To prepare vocabulary for students to understand the conversation.

**b. Content:**

**-** Vocabulary pre-teaching

**c. Expected outcomes:**

- Students know how to use the target vocabulary.

**d. Organization**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching**  - Teacher explains the meaning of the new vocabulary by pictures.  - Teacher reveals that the words according to the pictures will appear in the reading text and asks students to open their textbook to find these words  - Teacher introduces the vocabulary.  - Teacher checks students’ understanding.  - Teacher checks students’ pronunciation and gives feedback.  - Matching game. | **New words:**  1. habitat (n): môi trường sống  2. endangered species (n): các loài động thực vật có nguy cơ bị tuyệt chủng  3. carbon footprint (n): dấu chân các bon  4. release (v): thải ra, làm thoát ra  5. single-use (adj): để dùng một lần |

**3. ACTIVITY 2: PRACTICE** (20 mins)

**a. Objectives:**

- To help Ss use words and phrases related to environmental protection.

- To help Ss further understand the text.

**b. Content:**

- Task 1: Listen and read.

- Task 2: Read the conversation again and match the two halves in the two columns.

- Task 3: Complete each sentence with one word or phrase from the box.

- Task 4: Write a phrase from the box under each picture.

**c. Expected outcomes:**

- Students understand the conversation and know the vocabulary related to the topic.

**d. Organization**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Listen and read.** (5 mins) | |
| - Have Ss individually read the conversation and listen to the recording twice  If Ss find it difficult to pronounce some words, let them practise in pairs and the teacher walks around the class to help and correct if needed.  - Tell them to practise in pairs before practising in front of the class. |  |
| **Task 2: Read the conversation again and match the two halves in the two columns.** (5 mins) | |
| - Have Ss individually read the conversation again and match the two halves in the two columns.  If Ss find it difficult to do the task, ask them to read the conversation again and find the information in it.  - Tell them to compare their answers in pairs before sharing them with the class. Ask them to give evidence to support their answers.  - Check their answers and explain if necessary. | ***Answer key:***  1. c  2. d  3. e  4. a  5. b |
| **Task 3: Complete each sentence with one word or phrase from the box.** (5 mins) | |
| - Teacher asks Ss to read the sentences and find the words and phrases from the box to fill in the gaps.  - Have Ss share answers before discussing it as a class. Write the correct answers on the board. Then, call on some Ss to read the sentences  - Check the answers as a class. | ***Answer key:***  1. pollution  2. reduce  3. single-use  4. carbon footprint  5. environment program |
| **Task 4: Write a phrase from the box under each picture.** (5 mins) | |
| - Have Ss work in pairs. Ask them to look at the pictures carefully and study the words and phrases. Then Ss  write suitable words or phrases under the right pictures.  - Have Ss read each word or phrase in the chorus. Check and correct their pronunciation.  - For more able Ss, let them make sentences with these words and phrases.  - Teacher checks the answers as a class and gives feedback. | ***Answer key:***  1. 3Rs  2. water pollution  3. endangered species  4. plastic rubbish  5. single-use products |

**4. ACTIVITY 3: PRODUCTION** (7 mins)

**a. Objectives:**

- To help Ss revise and learn about some environmental problems and environmental protection

**b. Content:**

- Task 5: Do the Environment Quiz.

**c. Expected outcomes:**

**-** Students’ conversations

**d. Organization**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 5: Environment Quiz.** (6 mins) | |
| - Ss work individually or in pairs.  - Give Ss some time (2 - 3 minutes) to do the task.  Tell them to answer all the questions.  - Explain to the Ss if they don’t know the answers.  - Teacher gives corrections and feedback to students’ answers. | ***Answer key:***  1. C  2. C  3. A  4. C  5. B |

**5. CONSOLIDATION** (2 mins)

**a. Wrap-up**

- Ask one or two Ss to tell the class what they have learnt.

- Ask Ss to say aloud some words and phrases they remember from the lesson

**b. Homework**

- Learn Vocabulary, read and translate Getting started

- Do exercises B123 in the workbook.

- Prepare for the Project of the unit:

Teacher randomly puts Ss in groups of 4 or 5 and asks them to brainstorm about a serious pollution problem in their areas and solutions to the problem, then make a poster about it. Students will show and present their posters in Lesson 7 – Looking back and Project. (Teacher should check the progress of students’ preparation after each lesson.)

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**UNIT 7: ENVIRONMENTAL PROTECTION**

Period: 55 **Lesson 2: A closer look 1**

**I. OBJECTIVES**

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

**1. Knowledge**

**- Vocabulary:** The lexical items related to *Environmental Protection*

**- Pronunciation:** Correctly pronounce words that contain the sounds: /bl/ and /kl/

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Qualities**

- Raise the students’ awareness about environmental protection.

**II. TEACHING AIDS**

- Grade 8 textbook

- Computer connected to the Internet, TV

**III. PROCEDURES**

**1. WARM-UP** (6 mins)

**a. Objectives:**

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

- To lead into the new lesson.

**b. Content:**

**-** Jumbled words game

**c. Expected outcomes:**

- Students get some vocabulary from the lesson and be ready for the lesson.

**d. Organization**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Jumbled words:**  - T divides the class into 4 groups and explains the rules  - Ss look at the screen to see the jumbled words. They have to send 1 person to the board as quickly as possible to write the correct word.  - Teacher shows students the answer on the screen and announces the winning group.  - T sets the context for the lesson  -Teacher shows students the answer on the screen and announces the winning group. | ***Suggested answers:***  AHTTABI -> HABITAT  PLTINOOLU -> POLLUTION  XEOGYN -> OXYGEN  EEERLAS -> RELEASE  BBSOAR ->ABSORB  MECYSSOET ->ECOSYSTEM |

**2. ACTIVITY 1: PRESENTATION** (26 mins)

**a. Objectives:**

- To prepare vocabulary for students to do the tasks.

- To give Ss practice on how to use words / phrases related to the topic in context.

**b. Content:**

**-** Vocabulary pre-teaching.

- Task 1: Label each picture with a phrase from the list.

- Task 2: Match each word or phrase in column A with its meaning in column B.

- Task 3: Complete each sentence with a word or phrase from the box.

**c. Expected outcomes:**

- Students can use the target vocabulary.

**d. Organization**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching** (5 mins) | |
| - Teacher asks students to guess the meaning of the words by giving definitions/photos.  - Teacher checks the students' understanding by the *Rub out and Remember* technique.  - Teacher asks St to repeat and read the words.  **-** Teacher corrects the students as a whole class. | ***New words:***  1. ecosystem (n): hệ sinh thái  2. marine life (n): sinh vật biển  3. absorb (v): thẩm thấu  4. harmful substances (n): tác nhân gây hại  5. extinction (n): sự tuyệt chủng |
| **Task 1: Label each picture with a phrase from the list.** (6 mins) | |
| - Teacher Ss to look at the pictures.  - Let Ss work in pairs. Teacher tells them to name the activities, then label the pictures using the phrases given, then check their answers as a class.  - Have Ss read the phrases aloud. Correct their pronunciation if necessary.  - Tell Ss to tick the activities that help protect the environment.  - Teacher gives feedback. | ***Answer key:***  1. picking up rubbish  2. protecting endangered species  3. cutting down trees  4. saving water  5. building a campfire  *Tick*: 1, 2, 4 |
| **Task 2: Match each word or phrase in column A with its meaning in column B.** (6 mins) | |
| - Teacher tells Ss to read the words / phrases in column A and their meaning in column B carefully.  - Tell them to work in pairs or small groups and match each word or phrase with its meaning.  - T goes around and gives assistance if necessary and checks their answers.  - Confirm the correct answers  - Teacher gives feedback.  **-** Teacher corrects the students as a whole class. | ***Answer key:***  1. c  2. a  3. e  4. b  5. d |
| **Task 3: Complete each sentence with a word or phrase from the box.** (6 mins) | |
| - Ss read the sentences carefully and look for clues so that they can choose the correct words /phrases to complete the sentences.  - Teacher asks one student to write the answers on the board. Confirm the correct answers.  - Call on some Ss to read the sentences.  **-** Teacher corrects the students as a whole class. | ***Answer key:***  1. endangered species  2. habitat  3. carbon dioxide  4. cutting down trees  5. ecosystem |

**3. ACTIVITY 2: PRACTICE** (6 mins)

**a. Objectives:**

- To help Ss pronounce the sounds /bl/ and /kl/ correctly.

**b. Content:**

- Task 4: Listen and repeat the words. Pay attention to the sounds /bl/ and /kl/.

**c. Expected outcomes:**

**-** Students know how to pronounce the two sounds in words and sentences.

**d. Organization**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4: Listen and repeat the words. Pay attention to the sounds /bl/ and /kl/.** (4 mins) | |
| - Teacher asks some Ss to read out the words first. Then play the recording for them to listen and repeat the words they hear. Ask them to pay close attention to the two sounds.  - Play the recording as many times as necessary.  - Explain to Ss the difference between the two sounds if needed  - Invite some Ss to say some words they know that include the two sounds.  - Teacher gives corrections and feedback to students’ pronunciation |  |

**4. ACTIVITY 3: PRODUCTION** (6 mins)

**a. Objectives:**

- To help Ss differentiate the sounds /bl/ and /kl/.

**b. Content:**

- Task 5: Listen and practise the sentences. Underline the words with /bl/ and circle the words with /kl/.

**c. Expected outcomes:**

**-** Students know how to pronounce the two sounds in words and sentences.

**d. Organization**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 5: Listen and practise the sentences. Underline the words with /bl/ and circle the words with /kl/.** (6 mins) | |
| - Play the recording. Let Ss listen and repeat sentence by sentence.  - Have Ss read the sentences again and underline the words having the sound /bl/ and circle the words having  the sound /kl/.  - Then play the recording for Ss to listen and check what they have done.  - Have them work in pairs to compare their answers. Check Ss’ answers.  - Teacher gives corrections and feedback to students’ pronunciation | ***Answer key:***  1. Look! There are black clouds all over!  2. A truck blocked the way to the club.  3. The students painted the classroom blue.  4. The wind blew the clock down.  5. We cleaned up the environment after the blast. |

**5. CONSOLIDATION** (2 mins)

**a. Wrap-up**

- Ask one or two Ss to tell the class what they have learnt.

- Ask Ss to say make some sentences with words and phrases they remember from the lesson

**b. Homework**

- Practice Pronunciation

- Do exercises A12 in Students’ workbook

- Prepare Project (cont’)

- Prepare Unit 7 - A closer look 2

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**UNIT 7: ENVIRONMENTAL PROTECTION**

PERIOD: 56 **Lesson 3: A closer look 2**

**I. OBJECTIVES**

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

**1. Knowledge**

- use the ***Complex sentences with adverb clauses of time***;

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Qualities**

- Love talking about environment

**II. TEACHING AIDS**

- Grade 8 textbook, Unit 7, A closer look 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**III. PROCEDURES**

**1. WARM-UP** (6 mins)

**a. Objectives:**

- To review the adverb clauses of time.

- To introduce the term of ***adverb clauses of time***

**b. Content:**

**-** Show sentences to lead in the lesson.

- Students identify the ***adverb clauses of time.***

**c. Expected outcomes:**

- Students’ answers.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Leading in:**  - Teacher shows some sentences on the screen  - Teacher asks students to identify *the* *time* in each sentence*.*  - Teacher give some follow-up questions to lead in the introduction of the target grammar point.  - T sets the context for the lesson. | ***Questions:***  1. I always take a bath before I go to bed.  2. Will you wait here until I am ready?  3. I was not at home when he came to see me.  4. Do not disturb me when I am busy with my work.  5. As soon as she finished that project, she started working on the next.  6. After I have finished my work, I will accompany you to the park.  ***Suggested answers:***  1. I always take a bath **before I go to bed.**  2. Will you wait here **until I am ready?**  3. I was not at home **when he came to see me.**  4. Do not disturb me **when I am busy with my work**.  5. **As soon as she finished that project**, she started working on the next.  6. **After I have finished my work**, I will accompany you to the park. |

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

**a. Objectives:**

- To help Ss identify the form of complex sentences with adverb clauses of time.

**b. Content:**

**-** Introduce the grammar point of the lesson.

**-** Ss do the task 1

**c. Expected outcomes:**

- Students know how to use the target grammar.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** | |
| **Introduction of complex sentences with adverb clauses of time** | | |
| - Have Ss study the **Remember!** box for a few minutes.  - Explain to Ss the form of a complex sentence: it contains one independent clause and at least one dependent clause. Then give them one or two examples.  - Introduce a complex sentence with an adverb clause of time: it contains one independent clause (main clause) and an adverb clause of time.  - Tell Ss that an adverb clause of time shows when something happens. Introduce to them the time connectors taught in this unit: *before, after, when, while, till / until, as soon as*, etc. |  | |
| **Task 1: Read the sentences and write I.C if the underlined clause is an independent clause or D.C if it is a dependent clause.** (5 mins) | | |
| - Have Ss study the example first.  - Give Ss some time to read the sentences and write down the answers. T observes and helps when and where necessary.  - Ask Ss to read their sentences and give their answers.  - T corrects Ss’ mistakes.  - Teacher checks students’ understanding by asking some checking questions. | | ***Answer key:***  1. I.C  2. D.C  3. I.C  4. D.C  5. D.C |

**3. ACTIVITY 2: PRACTICE** (16 mins)

**a. Objectives:**

- To teach Ss the use of the time connectors (before, after, when, while, till / until, as soon as, …) in complex sentences.

- To help Ss review the form and use of complex sentences with adverb clauses of time;

- To help them know how to match the main clause and adverb clause of time to make complex sentences

**b. Content:**

- Task 2: Choose A, B, or C to complete each sentence.

- Task 3: Match the clauses in the two columns to form complex sentences.

- Task 4 :Combine each pair of sentences, using the conjunction in brackets.

**c. Expected outcomes:**

- Students understand how to use the target grammar.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 2: Choose A, B, or C to complete each sentence.** (5 mins) | |
| - Have Ss do these exercises individually and then compare their answers with a partner.  - Ask some Ss to write their answers on the board.  - Check the answers with the whole class.  - Confirm the correct answers. | ***Answer key:***  1. A  2. A  3. C  4. C  5. B |
| **Task 3: Match the clauses in the two columns to form complex sentences.**  (5 mins) | |
| - Have Ss do these exercises individually and then compare their answers with a partner.  - Ask some Ss to write their answers on the board.  - Check the answers with the whole class.  - Confirm the correct answers. | ***Answer key:***  1. b  2. d  3. e  4. c  5. a |
| **Task 4: Combine each pair of sentences, using the conjunction in brackets.** (6 mins) | |
| - Teacher asks Ss to read the situations carefully. If necessary, T may explain each situation to Ss.  - Ask Ss to complete the sentences individually and then compare their answers with a partner.  - Ask some Ss to write their answers on the board.  - Check the answers with the whole class. Confirm the correct answers.  **-** Teacher corrects students as a whole class. | ***Answer key:***  1. I will call you as soon as I arrive at the station.  (As soon as I arrive at the station, I will call you.)  2. Many Vietnamese women wear conical hats when they work in the field.  3. My father taught me how to use the computer before he bought one for me.  (Before my father bought me a computer, he taught me how to use it.)  4. Nick is reading a novel while Jack is reading a cartoon.  (While Nick is reading a novel, Jack is reading a cartoon.)  5. After the tornado hit, there were only a few houses left standing.  (There were only a few houses left standing after the tornado hit.) |

**4. ACTIVITY 3: PRODUCTION** (8 mins)

**a. Objectives:**

- To give Ss fun practice on how to make sentences with adverb clauses of time.

**b. Content:**

- Task 5: Matching game.

- Group work (*Group A write main clauses; Group B write adverb clauses of time.)*

**c. Expected outcomes:**

**-** Students’ funny sentences

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 5: Matching game: Work in two groups, A and B. Group A write main clauses. Group B write adverb clauses of time.** (8 mins) | |
| - Have each student from group A write a main clause, and each student from group B write an adverb clause of time.  - Give them some time to work independently and write down their answers.  - Tell Ss to make sentences by matching their clauses from the two groups. Some clauses may make funny sentences.  - Teacher gives corrections and feedback. | **Suggested outcome:**  *A: You must be careful*  *B: When you cross the street*  *-> You must be careful when you cross the street.* |

**5. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Ask one or two Ss to tell the class what they have learnt.

- Ask Ss to say aloud about using the complex sentences with adverb clauses of time

**b. Homework**

- Make 5 sentences about the complex sentences with adverb clauses of time

- Do ex. B 4,5,6 (P 56-57 in workbook)

- Prepare lesson 4: Communication

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**UNIT 7: ENVIRONMENTAL PROTECTION**

PERIOD: 57 **Lesson 4: Communication**

**I. OBJECTIVES**

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

**1. Knowledge**

- Asking for clarification

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Qualities**

- Be ready and confident in real life conversations

**II. TEACHING AIDS**

- Grade 8 textbook, Unit 7, Communication

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**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:**

**-** Jumbled conversation

**c. Expected outcomes:**

- Students can arrange the sentence in the correct order to form a conversation.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Jumbled conversation:**  - Teacher gives out a jumbled conversation  - Teacher asks students to rearrange it to make a meaningful conversation.  - Teacher gives some follow-up questions to lead in the introduction of the target grammar point.  **-** Teacher corrects for students (if needed) | ***Suggested answers:***  Mi: Hey, Linda. What does ‛endangered species̓ mean?  Linda: Endangered species are animals in the wild that face a high risk of extinction.  Mi: And what do you mean by ‘in the wild’?  Linda: That means animals that live in their natural habitats, not in zoos.  Mi: Oh, I get it now. Thanks, Linda. |

**2. ACTIVITY 1: PRESENTATION** (12 mins)

**a. Objectives:**

- To provide Ss with the two ways of asking for clarification;

- To help Ss practise asking for clarification.

**b. Content:**

- Task 1: Listen and read the dialogue. Pay attention to the highlighted sentences.

**c. Expected outcomes:**

- Students know how to use the structures to respond to compliments.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Listen and read the dialogue. Pay attention to the highlighted sentences.** (6 mins) | |
| - Play the recording and have Ss listen and read the conversation at the same time. Tell them to pay attention to the highlighted questions. Elicit the two ways of asking for clarification.  - Ask them to act out the conversation in pairs. Go around and offer help if necessary. Check their  pronunciation. |  |
| **Task 2: Work in pairs. Make similar conversations to ask for and give clarification for the following.** (6 mins) | |
| - Ask Ss to work in pairs to make similar dialogues with the given cues.  - Move around to observe and provide help. Call on some pairs to practise in front of the class. Comment on their performance.  - Teacher checks students’ understanding by asking some checking-questions. | ***Suggested answers:***  A: What do you mean by ‘single-use products’?  B: ‘Single-use products’ are products made to be used once only.  A: And what does it mean by ‘global warming’?  B: It is the increase in the atmosphere’s temperatures caused by the rise of gases, especially carbon dioxide.  A: Oh, thank you. |

**3. ACTIVITY 2: PRACTICE** (20 mins)

**a. Objectives:**

- To help Ss learn about Earth Day around the world;

- To give Ss more practice talking about what they do on Earth Day.

**b. Content:**

- Task 3: Read the passage and tick the correct answers.

- Task 4: Work in groups. Match the activities people do on Earth Day with their results.

**c. Expected outcomes:**

- Students know about Earth Day, when and how it began, and how it is celebrated around the world.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 3: Read the passage and tick the correct answers.** (8 mins) | |
| - Ss read the passage for a few minutes. Make sure they understand the main ideas and offer explanations if needed.  - T may ask some comprehension questions:  • *When is Earth Day?*  *• How many countries celebrate Earth Day?*  *• What for?*  - Then Ss work in pairs and do the task. Explain if necessary.  - Check their answers as a class. | ***Answer key:*** 1,3,4 |
| **Task 4: Work in groups. Match the activities people do on Earth Day with their results.** (6 mins) | |
| - Ss work in groups and do the matching.  - T goes round the class to monitor.  - Correct Ss’ mistakes. | ***Answer key*:**  1. b 2. d 3. a 4. c |

**4. ACTIVITY 3: PRODUCTION** (16 mins)

**a. Objectives:**

- To help Ss learn about Earth Day around the world;

- To give Ss more practice talking about what they do on Earth Day.

**b. Content:**

- Task 5: Work in pairs. Ask and answer about the things you and your friends do on Earth Day.

**c. Expected outcomes:**

- Students can talk to each other about the activities on Earth Day.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 5: Work in pairs. Ask and answer about the things you and your friends do on Earth Day.** (10 mins) | |
| - Give Ss a few minutes to study the example first.  - Then Ss work in pairs, taking turns to ask and answer.  - T goes round giving help when and where necessary.  - Encourage them to say what they do (and like to do).  **-** Teacher corrects students by going around while they’re practising.  - Teacher gives corrections and feedback | **Suggested outcome:**  *A: What do you do on Earth Day?*  *B: We pick up litter and clean the streets. And you?*  *…* |

**5. CONSOLIDATION (**2 mins)

**a. Wrap-up**

- Have Ss say what they have learnt in the lesson.

- Ask Ss to say what they do on Earth Day?

**b. Homework**

- Name a list of the activities people do on Earth Day to protect our environment.

- Do exercises ……… in the workbook.

- Prepare Lesson 5: Skills 1

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**UNIT 7: ENVIRONMENTAL PROTECTION**

PERIOD: 58 **Lesson 5: Skills 1**

**I. OBJECTIVES**

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

**1. Knowledge**

- Reading about Con Dao National Park

- Talking about Vu Quang

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Qualities**

- Love reading and talking about activities to protect the enviroment

**II. TEACHING AIDS**

- Grade 8 textbook, Unit 7, Skills 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**III. PROCEDURES**

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

**a. Objectives:**

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

**b. Content:**

- Tell Ss to look at the picture first.

- Have them work in groups and give the names of the endangered species they know.

- Encourage Ss to name as many names as possible.

**c. Expected outcomes:**

- Students’ answers.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Work in groups. Look at the picture**  **and say what you see. Then list the names of some endangered species you know.**  - Tell Ss to look at the picture first.  - Have them work in groups and give the names of the endangered species they know.  - Encourage Ss to name as many names as possible.  **-** Teacher corrects for students (if needed) | ***Suggested answers:***  *tigers, saolas, blue whales, sea lions, dugongs, giant pandas, etc…* |

**2. ACTIVITY 1: PRESENTATION** (7 mins)

**a. Objectives:**

- To teach Ss the vocabulary needed to understand the passage.

**b. Content:**

**-** Teacher shows pictures and asks students to find those in the passage.

- Teacher checks students’ understanding with follow up questions.

**c. Expected outcomes:**

- Students know how to use the target vocabulary.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching**  - Teacher explains the meaning of the new vocabulary by pictures.  - Teacher reveals that the words according to the pitures will appear in the reading text and asks students to open their textbook to find these words  - Teacher introduces the vocabulary.  - Teacher checks students’ understanding with with follow up questions  - Teacher checks students’ understanding by with follow up questions. | **New words:**  1. contain (v)  2. diverse (adj)  3. medicinal (adj) |

**3. ACTIVITY 2: PRACTICE** (20 mins)

**a. Objectives:**

- To help Ss learn new vocabulary in context of the reading text

- To help Ss develop their reading skill for main idea and for details

- To provide Ss with an opportunity to revise and use vocabulary related to environmental protection;

- To give Ss practice in asking and answering about a national park

**b. Content:**

- Task 2. Read the text and choose the words or phrases to make the following statements correct

- Task 3. Read the text again and choose the correct option A, B, or C.

- Task 4: Work in pairs. Ask and answer about Vu Quang National Park. Look at the facts

**c. Expected outcomes:**

- Students understand about Con Dao National Park

**-** Students’ speaking

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 2. Read the text and choose the words or phrases to make the following statements correct (7 mins)** | |
| - Have Ss read the text quickly and find the places where these words / phrases appear.  - Tell them to use the contexts in which these words appear to choose the right words / phrases.  - Check the answers as a class. Confirm the correct answers. | ***Suggested answers:***  *1. national parks*  *2. ecosystem*  *3. endangered*  *4. environment* |
| **Task 3. Read the text again and choose the correct option A, B, or C. (6 mins)** | |
| - Ask Ss to do the task individually. Tell them to read the passage two or three times, then read each  question, pause to identify where it appears in the text, read that part carefully and choose the correct answer.  - Ask Ss to exchange their answers with a partner.  - Explain the new words and clarify anything difficult. Ask some questions to see if they understand the  passage fully.  - Call on some Ss to read the passage aloud. Check their pronunciation and intonation.  - Check the answers as a class. | **Answer key:**  *1. B*  *2. A*  *3. C*  *4. A*  *5. C* |
| **Task 4: Work in pairs. Ask and answer about Vu Quang National Park. Look at the facts (7 mins)** | |
| - Give Ss some time to study the facts about Vu Quang National Park.  - Have Ss work in pairs and do the task.  - Go round to monitor and give help when necessary.  - Call on some pairs to perform the task in front of the class. T and other Ss listen and comment.  - Encourage Ss to talk about other information that they know about Vu Quang National Park.  - Teacher gives corrections and feedbacks. | **Suggested outcome:**  *A: Where is Vu Quang National Park?*  *B: It’s in Vu Quang District, Ha Tinh*  *Province* |

**4. ACTIVITY 3: PRODUCTION** (8 mins)

**a. Objectives:**

- To help Ss practise talking about a national park, using the information in 4;

- To help Ss improve their speaking skill

**b. Content:**

- Task 5: Work in groups. Talk about Vu Quang National Park, using the answers in 4.

**c. Expected outcomes:**

**-** Students’ speaking

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 5: Work in groups. Talk about Vu Quang National Park, using the answers in 4.** (8 mins) | |
| - Allow some time for Ss to think about how to give a speech, using the information they have.  - Have Ss work in groups of five or six. Ask them to use the answers in 4 and the vocabulary learnt in the  unit to talk about Vu Quang National Park.  - Give help when they have difficulty expressing their ideas.  - Call on some Ss to talk before the class. T and other Ss listen and comment.  - Teacher gives corrections and feedbacks | **Suggested outcome:**  **You can begin your talk with:**  *Vu Quang National Park is in …* |

**5. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Do exercises ……… in the workbook.

- Prepare Lesson 6: Skills 2

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**UNIT 7: ENVIRONMENTAL PROTECTION**

PERIOD: 59 **Lesson 6: Skills 2**

**I. OBJECTIVES**

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

**1. Knowledge**

- Listen about water pollution

- Write a notice

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Qualities**

- Love reading and talking about activities to protect the environment

**II. TEACHING AIDS**

- Grade 8 textbook, Unit 7, skills 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**III. PROCEDURES**

**1. WARM-UP** (7 mins)

**a. Objectives:**

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

- To lead into the new lesson.

**b. Content:**

- Ss work in groups. Every student gives at least one activity that causes water pollution.

- Encourage Ss to give as many causes of water pollution as possible. Whether their sentences are true or not is not very important as long as they speak English.

**c. Expected outcomes:**

- Students know thetopic of the unit and be ready for the conversation.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Work in groups. Make a list of some activities that cause water pollution**  - Teacher shows the pictures (PPT slides) to the whole class.  - Teacher ask students to work in groups and name the activities in the picture that causes water pollution  - Students work in groups for 3 minutes then go to the board and write their answers  - Teacher elicits answers from students.  - Encourage Ss to give as many causes of water pollution as possible.  **-** Teacher corrects for students (if needed) | Pesticide use: Health hazards - The Himalayan Times - Nepal's No.1 English  Daily Newspaper | Nepal News, Latest Politics, Business, World, Sports,  Entertainment, Travel, Life Style News  **Suggested answer:**  *- throwing rubbish into rivers and lakes*  *- pouring domestic wastes*  *- pouring industrial wastes*  *- using chemicals and pesticides in soil*  *- spilling fuel* |

**2. ACTIVITY 1: PRESENTATION** (15 mins)

**a. Objectives:**

- To help Ss practise listening for specific information.

- To help Ss practise listening for general and specific information.

**b. Content:**

- Task 2,3 in Student book

**c. Expected outcomes:**

- Students understand how to listen and get the general and specific information.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’**  **ACTIVITIES** | **CONTENTS** |
| **Task 2. Listen to the conversation and choose the correct word to complete each sentence** | |
| **\* Pre – listening**  **-** Teacher explains the meaning of the new word:  - Ask Ss to run through the sentences and predict the correct word to complete each sentence  **\* While listening**  - Tell Ss that they are going to listen to a conversation about water pollution.  - Play the recording. Tell Ss to listen carefully and pay attention to key words that help them understand the ideas of the recording.  - Ss choose the correct answers. Check their answers and predictions  *1. Polluted water is unsafe for drinking / cooking and for other uses.*  *2. Sometimes toxic substances flow into rivers from factories / hospitals.*  *3. Water pollution has a dangerous / harmful effect on our life.*  *4. We couldn’t / shouldn’t throw litter into rivers and lakes*  **-** Ask ss to read the completed sentences | ***New word:***  *- toxic substances (np) chất độc hại*  ***Suggested answers:***  *1. drinking*  *2. factories*  *3. harmful*  *4. shouldn’t* |
| **Task 3. Listen again and give short answers to the following questions. Use no more than THREE words.** | |
| - Have Ss read the questions carefully, underline the key words and predict the answers  - Play the recording once or twice. Ask Ss to listen carefully and answer the questions using no more than three words.  - Play the recording once more for Ss to check their answers. Correct their mistakes.  *1. What is the listening text about?*  *2. How many sources of water pollution are there?*  *3. What are two common sources of drinking water?*  *4. What type of effect does water pollution have on our life?*  *5. What products can we use to reduce water pollution?*  **-** Teacher corrects for students as a whole class. | **Answer key:**  *1. Water pollution.*  *2. Two.*  *3. Rivers and lakes.*  *4. A harmful effect.*  *5. Green* |

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

**a. Objectives:**

- To familiarise Ss with the form and purpose of a notice that they are going to write;

- To help Ss write a notice

**b. Content:**

- Task 4: Work in pairs. Read the notice and match the headings with the numbers.

**c. Expected outcomes:**

**-** Students’ notices

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4: Work in pairs. Read the notice and match the headings (a – e) below with the numbers (1 – 5)**  **-** First, T explains to Ss that a notice can be an announcement, a warning, or an invitation  - Have Ss work in pairs.  - Tell them to read all the details in the notice, think about them and match the headings (a – e) with the numbers (1 – 5). Remind them of the order of these details in a notice.  - Check the answers as a class | **Suggested outcome:**  *1. a*  *2. c*  *3. b*  *4. e*  *5. d* |

**4. ACTIVITY 3: PRODUCTION** (8 mins)

**a. Objectives:**

- To familiarise Ss with the form and purpose of a notice that they are going to write;

- To help Ss write a notice

**b. Content:**

- Task 5: Write a notice for the Go Green Club leader to invite students to attend a lecture on water pollution. Use the following details.

**c. Expected outcomes:**

**-** Students’ notices

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 5: Write a notice for the Go Green Club**  **leader to invite students to attend a lecture on water pollution. Use the following details.**  - Tell Ss to study the details given.  - Ask Ss to give the information about:  + Name  + Body  + Date of writing the notice  + Contact details  + Author’s name and signature  - Set a time limit for Ss to write the notice. Tell them to refer to the sample notice in 4. Monitor Ss’ work and give assistance when necessary.  - Collect some Ss’ papers and mark them, and later comment to the class.  *- If there is not enough time for Ss to do their task in class, have them do it as homework.*  - Teacher gives corrections and feedbacks. | **Suggested outcome:**  *Students’ first draft*  ***Suggested answers:***  + Name: Go Green Club  + Body: Go Green Club is organising a lecture about the Water Pollution. Students from all the classes will be invitied to participate. Interested students should contact the club by 17 February, 2023.  + Date of writing the notice: 12 January, 2023  + Contact details: If you have any questions, please contact us at 012-3476-789 or email gogreen@fmail.com.  + Author’s name and signature: Club Leader  Nguyen Hong Mai |

**5. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Ask one or two Ss to tell the class what they have learnt.

- Ask Ss to say aloud some words and phrases they remember from the lesson.

- Ask Ss to say aloud some activities that cause water pollution.

**b. Homework**

- Name some activities that cause water pollution.

- Name some activities that can reduce water pollution.

- Do exercises ……… in the workbook.

- Prepare Lesson 7: Looking back and Project.

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**UNIT 7: LIFE IN THE COUNTRYSIDE**

PERIOD: 60 **Lesson 7: Looking back and Project**

**I. OBJECTIVES**

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

**1. Knowledge**

- review the vocabulary and grammar of Unit 7

- apply what they have learnt (vocabulary and grammar) into practice through a project.

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Qualities**

- Love talking about activities to protect the enviroment

**II. TEACHING AIDS**

- Grade 8 textbook, Unit 7, Looking back and Projects

- Computer connected to the Internet

- Projector / TV/

- hoclieu.vn

**III. PROCEDURES**

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

**a. Objectives:**

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

- To lead into the revision

**b. Content:**

- Teacher asks Ss to think of what they have learnt already in Unit 7.

- Ss work in pairs to do the task.Teacher calls some students to retell.

- Teacher confirms and leads them to do all the exercises in books.

**c. Expected outcomes:**

- Students’ answers.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Revision**  - Teacher asks Ss to think of what they have learnt already in Unit 7.  - Ss work in pairs to do the task. Teacher calls some students to retell.  - Teacher confirms and leads them to do all the exercises in books.  **-** Teacher corrects for students (if needed) | **Questions:**  - What have we learnt in Unit 7?  ***Suggested answers:***  ***Vocabulary***  *Environmental protection*  ***Pronunciation***  *Sounds: /bl/ and /kl/*  ***Grammar***  *Complex sentences with*  *adverb clauses of time*  ***Skills***  *• Reading about Con Dao National Park*  *• Talking about Vu Quang National Park*  *• Listening about water pollution*  *• Writing a notice*  ***Everyday English***  *Asking for clarification* |

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

**a. Objectives:**

- To help Ss review the vocabulary of Unit 7

**b. Content:**

- For activities 1 and 2, have Ss do these activities individually then compare their answers with their partners.

- Go round and monitor the class, giving support if necessary

- Ask for Ss’ answers or ask some Ss to read out their answers in front of the class.

- Confirm the correct answers.

**c. Expected outcomes:**

- Students prepare vocabulary and knowledge for the listening tasks.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Choose the correct answer A, B,or C to complete each sentence.**  **Task 2: Complete each of the sentences with a word or phrase from the box.**  - For activities 1 and 2, have Ss do these activities individually then compare their answers with their partners.  - Go round and monitor the class, giving support if necessary  - Ask for Ss’ answers or ask some Ss to read out their answers in front of the class.  - Confirm the correct answers.  - Teacher asks Ss some follow up questions. | **Key:**  Task 1:  *1.A*  *2. C*  *3. B*  *4. A*  *5. C*  Task 2:  *1. littering*  *2. carbon footprint*  *3. picking up rubbish*  *4. habitats*  *5. endangered species* |

**3. ACTIVITY 2: PRACTICE** (12 mins)

**a. Objectives:**

- To help Ss revise complex sentences with adverb clauses of time;

- To help Ss practise writing sentences about themselves, using complex sentences with adverb clauses of time

**b. Content:**

- Ask Ss to do the exercise individually first. Then they can check their answers with apartner beforediscussing the answers as a class.

- Call on some Ss to write their answers on the board, other Ss give comments, and correct mistakes onlywhen really necessary

**c. Expected outcomes:**

- Students’ answers

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 3. Complete the following sentences using a clause. Use your own ideas.** (5 mins)  **Task 4: Circle A, B, or C to identify the underlined part that needs correction** (5 mins) | |
| - Ask Ss to do the exercise individually first. Then they can check their answers with a partner before discussing the answers as a class.  - Call on some Ss to write their answers on the board, other Ss give comments, and correct mistakes only when really necessary.  **-** Teacher corrects for students as a whole class. | ***Suggested answers:***  ***Task 3:***  ***Task 4:***  *1. A 2. B 3. C 4. C 5. B* |

**4. ACTIVITY 3: PRODUCTION** (14 mins)

**a. Objectives:**

- To give Ss an opportunity to practise finding solutions to a serious environmental problem in their area;

- To improve their speaking and presentation skills.

**b. Content:**

**-** Make sure Ss understand what to do. Ask Ss to work in groups and decide on the most serious pollution problem in their area (noise pollution, air pollution, water pollution, …). Then find as many solutions to the problem as possible.

- Teacher asks Ss to work in groups and make a poster to introduce the solutions they have suggested. Encourage them to use a mind map to make their poster easier to understand. Tell them they can use pictures, images, etc.

- Call on some groups to show their posters and make a presentation. Other groups give their comments. The class votes for the best poster.

*It is better for T to assign the project in earlier lessons. Make sure to guide them carefully and check their progress after each lesson. In the last lesson (LOOKING BACK), ask Ss to give their presentation.*

**c. Expected outcomes:**

**-** Students’ speaking

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **A serious pollution problem in my area**  **Task P1: Choose a serious pollution problem in your area (noise pollution, airpollution, water pollution, …). Suggest solutions to the problem.**  **Task P2: Make a poster. Write your solutions on the poster. Use pictures to illustrate /decorate your poster.**  **Task P3: Present your poster to the class.**  - Make sure Ss understand what to do. Ask Ss to work in groups and decide on the most serious pollution problem in their area (noise pollution, air pollution, water pollution, …). Then find as many solutions to the problem as possible.  - Teacher asks Ss to work in groups and make a poster to introduce the solutions they have suggested. Encourage them to use a mind map to make their poster easier to understand. Tell them they can use pictures, images, etc.  - Call on some groups to show their posters and make a presentation. Other groups give their comments. The class votes for the best poster.  It is better for T to assign the project in earlier lessons. Make sure to guide them carefully and check their progress after each lesson. In the last lesson (LOOKING BACK), ask Ss to give their presentation.  - Teacher gives corrections and feedbacks | **Suggested outcome:**  *Students’ posters & presentations* |

**5. CONSOLIDATION** (4 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Students revive grammar and vocabulary of Unit 7.

- Do exercises ……… in the workbook.

- Students prepare new lesson: Unit 8 - Lesson 1: Getting started.

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**UNIT 8: SHOPPING**

**Period: 61** **Lesson 1: Getting started – My favourite shopping place**

**I. OBJECTIVES**

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

**1. Knowledge**

- Gain an overview about the topic *Shopping*

- Gain vocabulary to talk about shopping

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Qualities**

- Show respect and interest in different type of shopping places

**II.TEACHING AIDS**

- Grade 8 textbook, Unit 8, Getting started

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**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 unit.

**b. Content:**

**-** Game

**c. Expected outcomes:**

**-** Having a chance to improve vocbularies and focus on the topic of the lesson.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **LISTING**  Types of shopping  Music shop  - Teacher divides the class into 3 groups  - Teacher asks ss to work in groups in 3 mins  - Teacher asks ss to write down the names of as many speciality shops as possible.  - Teacher checks with the whole class and find the winner.  - Teacher leads to the new unit by asking Ss to guess what they are going to learn about in this unit.  - Teacher writes the unit title SHOPPING on the board. | ***Suggested answer*:**  clothes shop, florist’s, bakery, butcher’s, bookshop, greengrocer’s, dairy, candy shop, café, music shop, computer shop, barber’s, hairdresser’s, gift shop, pet shop, shoe shop, etc.  **UNIT 8: SHOPPING**  **Lesson 1: Getting started – My favourite shopping place** |

**2. ACTIVITY 1: PRESENTATION** (5 mins)

**a. Objectives:**

- To set the context for the introductory dialogue;

- To introduce the topic of the unit.

**b. Content:**

- Vocabulary pre-teaching

**c. Expected outcomes:**

**-** Know more new words

- Understanding the conversation; topic of the lesson,…

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching**  - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary by pictures/ explanations/ examples.  - Teacher reveals that these seven words will appear in the reading text and asks students to open their textbooks to discover further. | ***New words:***  1. open-air market (n)  2. home-grown (adj)  3. home-made (adj)  4. bargain (v)  5. farmers’ market (n)  6. price tag (n)  7. convenience store (n) |

**3. ACTIVITY 2: PRACTICE** (25 mins)

**a. Objectives:**

- To help Ss read for specific information about markets.

- To help Ss learn words and phrases related to different markets and their features;

- To help Ss further understand the text.

**b. Content:**

**-** Task 1: Listen and read.

- Task 2: Mai and Alice mentioned four places where they can buy things. Complete the list.

- Task 3: Match the types of markets with the features.

- Task 4: Complete the sentences with the words and phrases from the box.

**c. Expected outcomes:**

**-** Know more new words about different markets and their features, understand the conversation; topic of the lesson

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Listen and read.** (6 mins) | |
| **Set the context:**  - Teacher asks Ss to look at the pictures in the book and answer the questions.  - Teacher encourages ss to answer the questions, but doesn’t confirm their answers.  - Teacher plays the recording for ss to listen and read along. Then invites some pairs of Ss to read the conversation aloud.  - Teacher refers to the questions previously asked and confirms the correct answer. | **Questions:**  - What do you think Mai and Alice are talking about?  - What are pictures of?  - What are the people in the pictures doing  **Suggested answer:**  - Mai and Alice are talking about different types of markets.  - The pictures are of Bac Ha Open-Air Market.  - The people in the picture are buying and selling things. |
| **Task 2: Mai and Alice mentioned four places where they can buy things. Complete the list.**  (6 mins) | |
| - T encourages ss to do the task without reading the conversation again. If they can’t, let them refer to the conversation for the answers.  - Teacher checks the answers as a class and gives feedback. | ***Answer key:***  1. open-air market  2. farmers’ market  3. supermarket  4. convenience store |
| **Task 3: Match the types of markets with the features.** (6 mins) | |
| - Teacher asks ss to look at the two types of markets first and see if they can remember any information about them from the conversation. Encourage them to say it.  - Teacher asks ss to do the task individually or in pairs.  - Teacher asks Ss to say the words / phrases aloud. Make sure they pronounce the words and phrases correctly.  - Teacher checks the answers as a class and gives feedback. | ***Answer key:***  1. a, c  2. b, d, e |
| **Task 4: Complete the sentences with the words and phrases from the box.** (7 mins) | |
| - Teacher calls on some ss to read the words and phrases in the box aloud. Teacher corrects their pronunciation if needed.  - Teacher asks ss to work independently to fill each blank with a word or phrase from the box.  - Teacher checks the answers as a class. | ***Answer key:***  1. bargain  2. convenience store  3. home-grown  4. price tag  5. home-made |

**4. ACTIVITY 3: PRODUCTION** (7 mins)

**a. Objectives:**

- To talk about ss’favourite shopping places

- To create a fun atmosphere in the class.

**b. Content:**

- Task 5: Presentation

**c. Expected outcomes:**

- Ss can talk about a type of shop they like

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 5: Presentation**  **Work in groups to talk about their favourite shopping places. May be base on some suggestions below.**   * What is the name of your favourite shopping place? * Where is it? * Which products can people buy or sell? * Why do you like it the best? | |
| -Teacher encourages ss to work in groups in 3 mins, then Leader of each group present their favourite shopping place.  - T gives feedback, then gives marks | Sample  Bac Ha market is our favourite shopping place. It is in Lao Cai. Bac Ha Market is divided into smaller zones, each of them is characterized by its trading products. Here, visitors are likely to get lost in a number of areas namely brocade market, food market, horse market, poultry market, bird market, etc. We love it because we can enjoy the festive atmosphere with locals. |

**5. CONSOLIDATION** (3 mins)

**a. Wrap-up**

- Ask Ss to name some shops they have learnt about in the lesson.

- If there is an overhead projector in the classroom, show the dialogue, highlight the key words related to the topic.

**b. Homework**

- Name some places for shopping they have learnt about in the lesson.

- Learn new words and phrases by heart.

- Start preparing for the Project of the unit:

Teacher randomly puts Ss in groups of 4 or 5 and asks them to brainstorm about a shopping place that they would like to have in their neighbourhood and make a poster about it. Students will show and present their posters in Lesson 7 – Looking back and Project. (Teacher should check the progress of students’ preparation after each lesson.)

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**UNIT 8: SHOPPING**

Period: 62 **Lesson 2: A closer look 1**

**I. OBJECTIVES**:

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

**1. Knowledge**

- Use the words related to the topic of shopping, some types of shops and their characteristics as well.

- Pronounce two sounds /sp/ and /st/ correctly in words and sentences.

**2. Competences**

- Develop competencies of communication, cooperation, and self-management.

- Be collaborative and supportive in pair work and teamwork.

- Actively join in class activities.

**3. Qualities**

- Raise Ss’ knowledge of shopping.

- Ss have the good attitude to shopping. Love talking about shopping.

**II. TEACHING AIDS**

- Grade 8 textbook, Unit 8, A closer look 1.

- Computer connected to the Internet.

- Projector / TV, pictures.

- Hoclieu.vn

**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. Contents:**

- Have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new class.

**c. Expected outcomes:**

- Having a chance to speak English and focus on the topic of the lesson.

**d. Organisation:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| - T shows some pictures of shopping places and people related to shopping that Ss learnt in the previous lessons. Asks Ss to name the people or the shopping places.  - Leads Ss into the new lesson.  Unit 8: Shopping  Lesson 2: A closer look 1 | |  |  | | --- | --- | | C:\Users\dung\Desktop\thiet-ke-cua-hang-hoa-qua-sach-4.jpg  Fruit store | C:\Users\dung\Desktop\trang-tri-shop-hoa-tuoi-3.jpg  Flower shop | | C:\Users\dung\Desktop\63bcda1d34363558244643c0.png  Clothes shop | C:\Users\dung\Desktop\20141108081100-1-1.jpg  Market | | C:\Users\dung\Desktop\21-2.jpg  Supermarket | C:\Users\dung\Desktop\thiet-ke-cua-hang-do-choi-tre-em-24.jpg  Toy shop | |
| **2. ACTIVITY 1: PRESENTATION** (10 mins) | |
| **a. Objective:**  - To introduce visually some nouns related to the topic of shopping.  **b. Content:**  - Learn some nouns related to the topic of shopping.  **c. Expected outcome:**  - Know more new nouns related to the topic of shopping.  **d. Organisation:** | |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **\* Vocabulary pre - teaching (5 mins)**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  - Teacher may introduce the vocabulary by:  + Providing explanations of the words.  + Showing picture illustrating the words.  - T follows the steps to teach vocabulary.  - Ss repeat in chorus and individually.  - T checks students’ understanding with the “Rub out and remember” technique.  - If necessary, ask Ss for the Vietnamese equivalents of these words and phrases. | **\* New words**  shopaholic (n)  on sale (adv)  discount shop (n)  bargain (v)  - Check vocabulary: Rub out and remember |
| **Task 1: Write the words and phrases under the correct pictures.** (5 mins) | |
| - Ask Ss to read the words and phrases, then look at the pictures and do the matching.  - Check the answers as a class.  - Have Ss then read the words and phrases aloud. Correct their pronunciation if needed. | ***Suggested answers:***  1. price tag  2. shopaholic  3. on sale  4. browsing  5. Internet access |
| **3. ACTIVITY 2: PRACTICE** (20 mins)  **a. Objectives:**  - To introduce more types of shops and their characteristics.  - To provide Ss with an opportunity to use some vocabulary in sentences.  - To help Ss identify how to pronounce the sounds /sp/ and /st/ and practice them in words.  - To help Ss practise pronouncing the sounds /sp/ and /st/ correctly in sentences.  **b. Contents:**  - Match the shopping places with their characteristics.  - Complete the sentences with the words and phrases from the box.  - To pronounce the sounds /sp/ and /st/ correctly. Listen and repeat.  **c. Expected outcomes:**  - Knowing how to use learned words/phrases in context.  - Pronouncing the sounds /sp/ and /st/correctly.  **d. Organisation:** | |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 2: Match the shopping places with their characteristics.** (5 mins) | |
| - Asks Ss to read the names of different places for shopping and see if they know any of their characteristics.  - Allows Ss some time to do the matching.  - Calls on some Ss to give their answers.  - Checks the answers as a class. | ***Suggested answers:***  1. e  2. a  3. d  4. b  5. c |
| **Task 3: Complete the sentences with the words and phrases from the box.** (5 mins) | |
| - Asks Ss to read the words and phrases provided.  - Asks Ss to work individually.  - Calls on some Ss to say their answers.  - Checks Ss’ answers as a class.  - T can also ask some Ss to read out their answers. Then have Ss read the sentences aloud as a class. Correct Ss’ pronunciation if necessary. | ***Suggested answers:***  1. specialty shops  2. browsing  3. bargain  4. range of products  5. shopaholic |
| **Task 4: Listen and repeat the words. Pay attention to the sounds /sp/and /st/.** (5 mins) | |
| - Have some Ss read out the words first. Then play the recording for them to listen and repeat the words they hear.  - Ask them to pay close attention to the two sounds.  - Play the recording as many times as necessary.  - Explain to Ss the difference between the two sounds if needed.  - Invite some Ss to say some words they know that include the two sounds. | ***Suggested answers:***   |  |  | | --- | --- | | /sp/ | /st/ | | Spend  Speciality  Space  Respect  Clasp | Stall  Staff  Outstand  Honest  Waste | |
| **Task 5: Listen and repeat the sentences. Pay attention to the underlined words.** (5 mins) | |
| - Asks Ss quickly to read the sentences, paying attention to the underlined words with the sounds /sp/ and /st/.  - Plays the recording for Ss to listen to the sentences.  - Asks them to pay attention to the underlined parts and tick the appropriate sounds.  - Invites some Ss to share their answers.  - Confirms the correct ones.  - Plays the recording again for Ss to repeat the sentences.  - Gets Ss practise the sentences in pairs.  - Invites some pairs to read the sentences aloud.  - Comments on their pronunciation of the sounds. | ***Suggested answers:***  1. There is a three-storey s ports centre in my neighbourhood.  2. The assistant at her shop always gives us special attention.  3. The shop owner treats his customers with a lot of respect.  4. The food at that restaurant is too spicy for me.  5. Tom spent half of his savings in that music store. |
| **4. ACTIVITY 3: PRODUCTION** (7 mins)  **a. Objective:**  - To check Ss' quick reaction to the sounds /sp/ and /st/.  **b. Contents:**  - To practice the sounds /sp/ and /st/ correctly. Listen and repeat.  **c. Expected outcomes:**  - Ss distinguish the sounds /sp/ and /sp/.  **d. Organisation:** | |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **\* Game: Chinese whisper**  - Teacher explains the rule of the game.  - Ss work in two teams. Players in each team stand in a line.  - The teacher whispers 5 words one by one from one person to the next until it gets to the end of the line. The last person in the line repeats the words.  - The team with more correct words will win. | **\* Game: Chinese whisper**  - The words:  Spend  Sport  Stay  Space  Respect  Store  Staff  Stand  Waste  Start |
| **5. CONSOLIDATION** (3 mins)  **a. Wrap-up**  - Asks Ss to summarise what they have learnt in the lesson.  - Gets them to list some nouns related to shopping learnt in the lesson.  - Asks them to list some shopping places and characteristics.  - Gets Ss to give 2 sounds learned in the lessons /sp/ and /st/and give examples.  **b. Homework**  - Asks Ss to do the exercises A1, A2, B1 page 62/63 in the workbook.  - Learn the words and phrases by heart.  - Prepare the next lesson: A closer look 2. | |

**UNIT 8: SHOPPING**

**Period:63 Lesson 3: A closer look 2**

**I. OBJECTIVES**

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

**1. Knowledge**

**\* Vocabulary** - Revise and use some adverbs of frequency

**\* Grammar** - Identify how to use the present simple for future actions.

- Understand the difference in the use of present simple and future simple when talking about future activities.

**2. Competences**

- Developcompetencies of communication, cooperation, and self-management.

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Qualities**

- Be encouraged to know more about making plans, timetables, and schedules

- Develop self-study skills

**II. TEACHING AIDS**

- Grade 8 textbook, Unit 8, A closer look 2.

- Computer connected to the Internet.

- Projector / TV

- *hoclieu.vn*

**III. PROCEDURES**

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

**a. Objectives:**

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

**b. Content:**

**-** Brainstorming

**c. Expected outcomes:**

**-** Having a chance to speak English and focus on the topic of the lesson.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Brainstorming** | |
| - Ss work in two teams.  - Give Ss 2 minutes to write as many adverbs of frequency as possible.  - The team with the most correct sentences wins.  - T leads in the lesson A CLOSER LOOK 2 on page 85. | - always  - usually  - often  -sometimes  -rarely  -never |

**2. ACTIVITY 1: PRESENTATION** (7 mins)

**a. Objectives:**

- To review ss’ knowledge of adverbs of frequency

- To revise ss’ knowledge of the simple sentences

**b. Content:**

**-** Review some adverbs of frequency and their use.

- Revise simple sentences

**c. Expected outcomes:**

- Recall the main adverbs of frequency and their use.

**-** Recall the form of the simple sentences

- Know the use of the present simple for future actions.

**d. Organisation**

|  |  |
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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **1. Adverbs of frequency** | |
| - T gets ss to list all the adverbs of frequency they can remember and the elicits the use of adverbs of adverbs of frequency from Ss.  - T confirms the answer and gets ss to take notes | https://lh5.googleusercontent.com/wEoLubbRI76zm445kEl8OpUFwA8wWjsOBA_wOTjCfJw6QGhcd-SyR7i3v63eRkj4G1UapMSSS48dWqzU8oS0jOcLbKy8rZjCwoWz76vaQ1uQKkr7kqnou-sd3yWlcQ8GqtBER5mhSj70q5r3EdsgeA |
| **2. Present simple for future events** | |
| - T asks ss to recall the forms and uses of the present simple.  - T introduces the use of the present simple for future actions. | https://lh6.googleusercontent.com/58wox0MqpVkeF1ji00a-Nr3HKnOgMhFbx5n_-ifjutxKSWm2ZosuGZPzj3ZnRr3T9Pxqa0hcX9auRNWO88rUvKh6efUWyw3mUWQzBLAV9LFiRLi_2mHnOp8nMa5h1EDQPCCUqJFIS9wlVj2_NkRf2g |

**3. ACTIVITY 2: PRACTICE** (24 mins)

**a. Objectives:**

- to revise and use some adverbs of frequency.

- to apply the use of present simple for future actions.

- to understand the difference in the use of present simple and future simple when talking about future activities.

**b. Content:**

**-** Task 1: Complete the sentences with the adverbs of frequency from the box.

- Task 2: Read the schedule of the field trip for the grade 8 students tomorrow and underline the verbs in the sentences. Then answer the questions.

-  Task 3: Write A next to a sentence if it refers to a timetable, schedule, or plan, and B if it is an unplanned future action.

- Task 4: Choose the correct answer to complete each sentence.

**c. Expected outcomes:**

- Recall the main adverbs of frequency and their use.

**-** Recall the form and use of the simple sentences

- Can use the present simple for future actions.

**d. Organisation**

|  |  |
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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Complete the sentences with the adverbs of frequency from the box.** (4 mins) | |
| - Ask Ss to do the activity individually.  - Have Ss read the sentences and decide which adverb in the box best describes the frequency of the action.  - Call on some Ss to read aloud their answers.  - Check the answers as a class. Explain if needed. | ***Answer key*:**  1. always  2. rarely  3. never  4. often  5. sometimes |
| **Task 2: Read the schedule of the field trip for the grade 8 students tomorrow and underline the verbs in the sentences. Then answer the questions.** (5 mins) | |
| - Have Ss do this activity individually or in pairs.  - Ask them to read the schedule and underline the verb in each sentence.  - Allow them some time to answer the questions.  - Call on some Ss to give their answers.  - Confirm the correct answers as a class.  - Have Ss read the **Remember!** box. Explain if needed. | ***Answer key:***  Verbs: leaves, arrive, watch, starts, return  1. The present simple.  2. Future activities. (Refer to the word “tomorrow” in the task instructions.) |
| **Task 3: Write A next to a sentence if it refers to a timetable, schedule, or plan, and B if it is an unplanned future action.** (6 mins) | |
| - Write *scheduled future activity* and *unplanned future activity* on the board. Say two sentences: *The bus leaves at 11:00 and we have plenty of time*. and *Don’t move. I’ll answer the phone.* Ask Ss which sentence is a scheduled future activity and which one is an unplanned future activity. Then write them underneath their correct categories.  - Ask Ss to work individually or in pairs.  - Call on 2 - 3 Ss to read aloud their answers.  - Confirm the correct answers as a class. Explain if needed. | **Answer key:**  1. B  2. A  3. A  4. A  5. B |
| **Task 4: Choose the correct answer to complete each sentence.** (5 mins) | |
| - Have Ss do this activity individually.  - Ask Ss to read each sentence carefully and decide which option best completes the sentence.  - Call on some Ss to read out their answers.  - Confirm the correct answers as a class. | Answer key:  1. opens  2. will make  3. won’t buy  4. is  5. Does |

**4. ACTIVITY 3: PRODUCTION** (5 mins)

**a. Objectives:**

- To provide Ss with a real-life practice to use the present simple to talk about events.

**b. Content:**

- Task 5: Work in pairs. Ask and answer to check planned events for the community fair next month.

**c. Expected outcomes:**

- Ss can us the present simple to talk about the future the events.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 5: Work in pairs. Ask and answer to check planned events for the community fair next month.** (5 mins) | |
| - Have Ss work in pairs.  - Ask Ss to read the example so that they know what they have to do.  - Allow Ss some time to read the schedule and ask and answer about the time of different events.  - Call on some pairs to say aloud their questions and answers. Ask the whole class to follow and correct if they make a mistake. | ***https://lh6.googleusercontent.com/ha11CMtL3XDwxVrd9I7gY_-5b0sNwEDJC-hPuhdZYpGZ7QvGsb-Wizxtxssrii53g9vlkifOeFvDN1P2cph--3gUwq3Zl4gg88o9Ex_bkIGxMQr0tvDjy4r6VGtBKbw5AJxMWZqYj3La*** |

**5. CONSOLIDATION** (4 mins)

**a. Wrap-up**

- Ask Ss to summarise what they have learnt in the lesson.

- Have them say out loud the adverbs of frequency they learned in the lesson.

- Have them retell the form and uses of the present simple

**b. Homework**

- Learn the use of adverbs of frequency by heart.

- Make 5 sentences of the simple present for future meaning

- Do Exercise in the Workbook

**UNIT 8: SHOPPING**

**Period: 64 Lesson 4: Communication**

**I. OBJECTIVES**

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

**1. Knowledge**

- identify how to make complaints in English

- know about one’s favourite shopping place

**2. Competences**

- Developcompetencies of communication, cooperation, and self-management.

- Be collaborative and supportive in pair work and group work.

**3. Qualities**

- Raise ss’ awareness of favourite shopping places.

- Have good attitude to making polite complaints

**II. TEACHING AIDS**

- Grade 8 textbook, Unit 8, Communication.

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- hoclieu.vn

**III. PROCEDURES**

**1. WARM-UP** (3 mins)

**a. Objectives:**

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

**b. Content:**

**-** Have some chatting to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new class.

**c. Expected outcomes:**

**-** Having a chance to speak English and focus on the topic of the lesson.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Chatting:**  - T gives ss a situation:  *Supposing you ordered a hat online, but when you got it, it didn’t have the same color as you ordered. What would you do in that case?*  *-* T leads in the new lesson*: - If we aren’t satisfied with sth you ordered, we can make complaints. There are two ways of making complaint that we will learn in Lesson 4. Communication.*  - Ask Ss to look at COMMUNICATION on page 86. | **Expected answers:**  *- Making complaints* |

**2. ACTIVITY 1: PRESENTATION** (6 mins)

**a. Objectives:**

- To introduce how to make a complaint;

- To help Ss practise making a complaint.

**b. Content:**

**-** Use everyday expressions to develop language skills (Making a complaint)

**c. Expected outcomes:**

- Leaning how to make a complaint

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **I. Everyday English: Making a complaint**  **Task 1: Listen and read the dialogue. Pay attention to the highlighted sentences**  **-** Play the recording for Ss to listen and read the conversation where Tom makes complaints about the SMART backpack he bought the previous week. Ask Ss to pay attention to the highlighted parts.  - Elicit the structures for making a complaint. Have Ss practise the conversation in pairs. | To make a complaint, you can use:  *- I’m calling/ writing to make a complaint about….*  *- I’m not happy with ….* |
| **Task 2: Work in pairs. In turns, make complaints about the situations below.** | |
| - Ask Ss to work in pairs to make similar dialogues.  - Tell them to use the contexts given and the sample requests.  - Give feedback on their dialogues. | 1. The cans of fish you bought at the shop expired five days ago.  *•* ***I’m calling to make a complaint about*** *the cans of fish I bought at your shop five days ago. It was expired.*  2. An assistant at the shop was not very helpful.  ***I’m not happy with*** *an assistant at the shop. She was not very helpful.* |

**3. ACTIVITY 2: PRACTICE** (20 mins)

**a. Objectives:**

- To help Ss practise listening for general and specific information.

- To provide Ss with some samples to help them talk about their favourite shopping places.

**b. Content:**

**-** Listen to some samples of favourite shopping places.

- Ask and answer about what the people in 3 like about the places they shop.

**c. Expected outcomes:**

**-** Knowing some different favourite shopping places

- Practising listening for general and specific information

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 3. Listen to three people talking about their favourite shopping places and tick (v) the place they mention.** (10 mins)-**PW** | |
| - Have Ss read the instruction and the table so that they know what they have to do while listening to the recording.  - Play the recording and ask Ss to listen and tick the correct answers.  - Call on some Ss to read their answers.  - Confirm the correct answers as a class. | **Answer key:**   |  |  |  |  | | --- | --- | --- | --- | | People | Open-air market | Discount shop | Convenience store | | 1. Mai | P |  |  | | 2. Nam |  |  | P | | 3. Alice |  | P |  | |
| **Task 4. Work in pairs. Take turns to ask and answer what each person in 3 likes about their shopping place** (10 mins)- **PW** | |
| - Have Ss work in pairs.  - Have Ss take turns to ask and answer about what each person in **3** likes about the place where they shop.  - Call on 2 - 3 pairs to share their lists. Make comments. | **Model dialogue:**  A: What does Nam like about shopping at a convenience store?  B: It saves him time.  **Suggested answers:**  ***Mai:***  The products are home-grown and home-made. The market goers know one another.  They chat happily while selling and buying. ***Nam:***  They are convenient because they are everywhere. You can save time.  ***Alice:***  There is a wide range of goods there. Everything is cheaper than at other places. |

**4. ACTIVITY 3: PRODUCTION** (10 mins)

**a. Objectives:**

- To provide Ss with an opportunity to talk about what they like about their favourite places to shop.

**b. Content:**

- Talk about what they like about their favourite places to shop.

**c. Expected outcomes:**

- Apply what they have learnt so far in this unit (ideas, vocabulary, grammar) to talk about their favourite places to shop.

**d. Organization**

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| **Task 5. Work in groups. Share your favourite shopping place with your group.- GW** | |
| - Have Ss work in groups.  - T gets Ss to apply what they have learnt so far in this unit (ideas, vocabulary, grammar) to talk about their favourite places to shop.  - Allow Ss some time to talk in their groups. Go round and give support if needed.  - Ask some Ss to share their ideas with the class. | ***You can conclude:***   * The name of the place * The reason(s) why you like it |

**5. CONSOLIDATION (**4 minutes**)**

**a. Wrap-up**

- Ask Ss what they have learnt in the lesson.

- Ss retell 2 ways of making complaints and list some favourite shopping places

**b. Homework**

- Learn the ways to make complaints by heart.

- Write a paragraph of 50-70 words about your favourite shopping place.

**UNIT 8: SHOPPING**

**Period 65 Lesson 5: Skills 1**

**I. OBJECTIVES**

**1. Knowledge:**

By the end of the lesson, SS will be able to read for specific information about shopping

**- Vocabulary**: use the lexical items related to the reason(s) people go shopping; make a

conversation to ask and answer about a new shopping centre and

**- Grammar:** Adverbs of frequency; Present simple for future tense

**- Skills:** develop their reading skill for specific information (scanning) through multiple

questions and gap-filling exercise; practice asking and answering questions forinformation

about a new shopping centre about a shopping place in their own area.

**2. Competences**

- develop communication skills and creativity

- be collaborative and supportive in pair work and teamwork

- develop presentation skills

- actively join in class activities

**3. Qualities**

- raise Ss’ awareness of shopping places and the reason(s) people go shopping.

- have a good attitude towards going shopping to a shopping place.

**II. TEACHING AIDS**

- Grade 8 textbook, Unit 8, Skills 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**III. PROCEDURES**

**1. WARM-UP:** (3 mins)

**a. Objectives:**

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

- To elicit from Ss some reasons why they go shopping

**b. Content:**

**-** Have Chatting activities to elicit some reasons why Ss go shopping

**c. Expected outcomes:**

**-** Having a chance to speak English and focus on the topic of the lesson.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| - Ask Ss to do task 1on page (87) in groups of four students and give the keys.  **-** Have Ss work individually.  - Ask Ss to read the words and phrases and tick the one(s) that is / are correct for them.  - Call on some Ss to share their answers with the class.  - Introduce the lesson and ask Ss to look at SKILLS 1 on page 87-88. |  |

**2. PRESENTATION:** (12 mins)

**ACTIVITY 1: READING**

**a. Objectives:**

- To help Ss develop their reading skill for general and specific information.

**b. Content:**

- Task 1: Vocabulary pre-teaching

- Task 2: Read the passage and choose the correct answer A, B, or C.

- Task 3: Fill in each blank with ONE word from the passage.

**c. Expected outcomes:**

**-** Know more new words and some reason(s) people go shopping.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1:Vocabulary pre-teaching** (3 mins)  - Teacher asks Ss to look through the text.  - Teacher gets Ss to guess the meaning of the new vocabulary through context  - Teacher confirms the answers then gets Ss to read orally and take notes of all the four words in their notebooks. | **\* Vocabulary:**  1. customer (n) /ˈkʌstəmə(r): khách hàng  2. try on (v) /traɪ ɒn/ : thử (quần áo)  3. decoration (n) /ˌdekəˈreɪʃn/ : đồ trang trí  4. wander (v) /ˈwɑːndər/ : đi lang thang |
| **Task 2: Read the passage and choose the correct answer A, B, or C.** (5 mins) | |
| - Have Ss read the text in detail first. Then ask them to read each question and choose the correct answer for it.  - Ask ss to find the information in the reading text.  - Call on some Ss to share their answers. Ask them where they find the information for their answers.  - Confirm the correct answers as a class. Explain if needed. | ***Answer key:***  1. C  2. A  3. B  4. B  5. A |
| **Task 3: Fill in each blank with ONE word from the passage.** (4 mins) | |
| - Ask Ss to read each sentence carefully, then refer to the text to look for the answer. Have them complete the task.  - Have Ss compare their answers in pairs and discuss if there are any differences in their answers.  - Call on some Ss to share their answers with the class. Ask them where they find the information for their answers.  - Confirm the correct answers as a class. | ***Answer key:***  1. sales  2. try  3. entertainment  4. decorations  5. free |

- Teacher listens to students’ pronunciation and gives feedback.

- T checks the answers as a class and give feedback

**3. PRACTICE:** (20 mins)

**ACTIVITY 2: SPEAKING**

**a. Objectives:**

- To help Ss practise asking and answering questions for information about a new shopping centre

- To provide an open opportunity for Ss to talk about a shopping place in their own area

**b. Content:**

- Task 4: Work in pairs. Ask and answer about a new shopping centre.

- Task 5: Work in pairs. Ask and answer about a shopping centre, a supermarket, or an open-air market in your area. Take notes of your partner’s answers and report them to the class.

**c. Expected outcomes:**

- Students can speak about a new shopping centre and a shopping place in their own area.

**d. Organisation**

|  |  |
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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4: Work in pairs. Ask and answer about a new shopping centre.** (10 mins) | |
| - Ask Ss to work in pairs, each having their card (A or B). Make sure that they know how to work with the cards.  - Allow them some time to prepare the questions and to read the information for the answers. Then ask them to start asking and answering about the new shopping centre. Go around and monitor. Give help if needed.  - Call on some Ss to share their conversation with the class. Comment on their conversation.  - This activity helps prepare Ss for **5**. | **Suggested questions:**  1. Where is the new shopping centre?  2. How many shops are there / does it have?  3. What kind of entertainment does it offer / have / can we find there?  4. What are its opening hours?  5. What date does the shopping centre open? |
| **Task 5: Work in pairs. Ask and answer about a shopping centre, a supermarket, or an open-air market in your area.** (10 mins) | |
| - Have Ss work in pairs.  - Ask Ss to reflect on the conversation in 4 and read the suggestions for 5.  - Allow Ss some time to carry out their conversation. Remind them to take notes of their partner’s answers. Go round and offer help if needed. | - Where it is  - How you get there  - What its opening hours are  - What you do there  - What you like/ don’t like about it |

**4. PRODUCTION:** (7 mins)

**a. Objectives:**

- To help Ss practice using the vocabulary items related to a new shopping centre

- To provide an open opportunity for Ss to talk about a shopping place in their own area

**b. Content:**

Task 5: Work in pairs. Ask and answer about a shopping centre, a supermarket, or an open-air market in your area. Take notes of your partner’s answers and report them to the class.

**c. Expected outcomes:**

- Students can speak about a new shopping centre and a shopping place in their own area.

**d. Organisation**

|  |  |
| --- | --- |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 5:** Take notes of a shopping centre, a supermarket, or an open-air market in their area and report them to the class. (5 mins) | |
| - Call on some Ss to report to the class what they find out about their partner’s shopping place. Comment on their presentation. | - Where it is  - How you get there  - What its opening hours are  - What you do there  - What you like/ don’t like about it |

**5. CONSOLIDATION:** (3 mins)

**a. Wrap-up**

- Ask Ss what they have learnt in the lesson.

- Ss retell the reasons why we go to shopping centres and information about new shopping centres.

- Ask Ss take notes of a shopping centre, a supermarket, or an open-air market in their area and report them to the class.

**b. Homework**

- Learn the new words by heart.

- Make a speech introducing a new shopping centre in your city.

- Do exercises C. Speaking: 1, 2, 3 + D. Reading: 1, 2, 3 in the Workbook on pages 64-67

- Prepare Skills 2

**UNIT 8: SHOPPING**

**Period: 66 Lesson 6: Skills 2**

**I. OBJECTIVES**

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

**1. Knowledge**

- recognize listening skills for specific information about online shopping.

- remember the lexical items related to online shopping.

- recognize how to write a paragraph about the advantages and disadvantages of a type of shopping.

**\* Skills:**

- improve the skill of listening for specific information.

- improve listening comprehension and note-taking skills.

- improve the writing skill of writing a paragraph presenting advantages and disadvantages

**2. Competences**

- develop communication skills and creativity

- be collaborative and supportive in pair work and group work

- actively join in class activities

**3. Qualities**

- raise ss’ awareness of online shopping

- have the right attitude toward the advantages and disadvantages of different types of online shopping.

**II. TEACHING AIDS**

- Grade 8 textbook, Unit 8, Skills 2

- Computer connected to the Internet

- Projector / TV

- Hoclieu.vn

**III. PROCEDURES**

**1. WARM-UP** (3 mins)

**a. Objectives:**

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

- To help ss focus on the listening writing topic

**b. Content:**

**-** Have a Chatting activity to elicit what people need when doing online shopping.

**c. Expected outcomes:**

**-** Having a chance to speak English and focus on the topic of the lesson.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Chatting:**  - Ask ss two questions to elicit from ss the reasons why they go shopping.  *Have you ever shopped online?*  *What do you need to shop online?*  - Ask Ss to discuss the reasons why they go shopping  - Ask Ss to look at SKILLS 2 on page 89. | **Suggested answers:**  *- Yes/ No*  *- To shop online, we need…* |

**2. ACTIVITY 1: PRESENTATION** (5 mins)

\***PRE-LISTENING**

**a. Objectives:**

- To help Ss focus on the topic and prepare for the listening text.

- To help Ss brainstorm keywords/phrases for listening.

- To set the context for the listening;

**b. Content:**

**-** Learn some new words.

**c. Expected outcomes:**

**-** Know more new words

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching**  - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary by pictures or explanation  - Teacher reveals that these four words will appear in the listening text and asks students to open their textbooks to discover further.  **Task 1. Work in pairs. Discuss and tick (v) the things related to online shopping.**   * Have Ss work individually. * Ask Ss to read the word and phrases and tick the one(s) they think is / are correct. * Call on some Ss to share their answers. | **\* Vocabulary:**  1. access (n)  2. purchase (v)  3. shipping (n)  4. over shopping (v)  **Suggested answer:** |

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

\***WHILE- LISTENING**

**a. Objectives:**

- To improve Ss’ skill of listening for specific information.

- To improve Ss’ listening comprehension and note-taking skills.

**b. Content:**

- Listen to a talk and fill in each blank.

**-** Listen to the talk and choose the correct answer

**c. Expected outcomes:**

**-** Understanding the talk about online shopping.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 2. Listen to a talk about online shopping and fill in each blank with a suitable word.** (10 mins) | |
| - Have Ss read the sentences carefully and decide what information they need to fill in each blank.  - Play the recording for Ss to do the task.  - Have Ss share their answers in pairs.  - Invite some Ss to share their answers with the class.  - Confirm the correct answers as a class.  - Play the recording again if needed, stopping at places where Ss are having difficulties. | **Answer key:**  1. service  2. seller’s  3. money  4. shipping  5. shopaholic |
| **Task 3. Listen again and choose the correct answer A, B, or C.** (5 mins) | |
| - Play the recording again if needed. Have Ss do the task individually.  - Invite some pairs to share their answers with the class.  - Confirm the correct answers as a class.  - Play the recording again if needed, stopping at the place where Ss are having difficulties. | **Suggested answers:**  1. When you shop online, you can pay\_\_\_\_\_\_ ways.  A. one **B. two**  C. three  2. The talk does NOT describe online shopping as\_\_\_\_\_\_\_.  convenient B. ease  **C. interesting**  3. The talk is mainly about \_\_\_\_\_\_\_ of online shopping.  A. always B. sometimes **C. rarely** |

**4. ACTIVITY 3: PRODUCTION** (20 mins)

**a. Objectives:**

- To provide Ss with vocabulary and ideas about the advantages and disadvantages of different types of shopping.

- To provide Ss with an opportunity to write a paragraph presenting the advantages and disadvantages of a type of shopping.

**b. Content:**

- Choose a type of shopping from the list. Discuss and take notes of its advantages and disadvantages.

- Write a paragraph about the advantages or disadvantages of a type of shopping.

**c. Expected outcomes:**

- Know the advantages and disadvantages of different types of shopping.

- Write a paragraph about the advantages or disadvantages of a type of shopping.

**d. Organization**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **\*POST-LISTENING +PRE- WRITING**  **Task 4. Work in pairs. Choose a type of shopping from the list. Discuss and take notes of its advantages and disadvantages.- PW (**5 minutes**)** | |
| * Have Ss work in pairs. * Ask Ss to read the list and choose the one they would like to talk about. * Allow Ss some time to discuss and take notes of the advantages and disadvantages of the type of shopping they have chosen. Remind them to listen for the structures and expressions. Move around to oﬀer help if needed. * Invite some Ss to share their answers to the class. | 1. Shopping online  2. Shopping at a supermarket  3. Shopping at an open-air market |
| **\*WHILE- WRITING**  **Task 5. Write a paragraph (80-100 words) about the advantages or disadvantages of a type of shopping. Use the ideas in 4. (**15 minutes) | |
| * Ask Ss to read the notes of their discussion in **4**. * Allow them some time to write out the paragraph. Go round and offer help if needed.   **\* POST- WRITING**  - T may have students do their writing on large sheets of paper and organize a class gallery for students to display their writings on the board. Then students can go around to see their friends’ work, give and receive comments.  - If time is limited, T may ask Ss to write the final version at home. | **You can use the suggestions below:**  *Shopping…….. is interesting/ convenient/ safe/ ………*  *Firstly, ……*  *Secondly, …..*  **Sample writing:**  *I often go shopping at the open-air market near my house. However, there are some things I don’t like about it. First, it is outdoor. On rainy or hot days, it is uncomfortable to shop. Secondly, the sellers usually ask for a higher price than the value of the goods and you have to bargain. It’s not easy if you don’t know the actual price of an item. Another disadvantage is hygiene. Fresh products like vegetables are often not very clean.* |

**5. CONSOLIDATION(2 mins)**

**a. Wrap-up**

- Ask Ss what they have learned in the lesson.

- Ss tell the whole class about the advantages or disadvantages of a kind of shopping.

**b. Homework**

- Listen to the tape scrip more and more to improve the listening skill and understand more about online shopping.

- Rewwrite the paragraph about the advantages and disadvantages of shopping.

- Do Exercise E 1,2 page 67,68 Unit 8/Workbook

EG:

E2: ***Co-op food is a food retailer chain. It is known as the oldest and most trusted retaier in the UK. It was founded in 1844. It has about 4.500 stores…***

**UNIT 8: SHOPPING**

**Period: 67 Lesson 7: Looking back and project**

**I. OBJECTIVES**

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

**1. Knowledge**

- Repeat and distinguish the uses of adverbs of frequency

- Memorise the use of the present simple with future actions

- Memorise some words related to shopping and online shopping.

**2. Competences**

- Develop communication skills and creativity

- Develop presentation skill

- Develop critical thinking skills

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Qualities**

- consolidate ss’ awareness of shopping and online shopping.

- have a positive attitude toward shopping places and dream shopping places.

**II. TEACHING AIDS**

- Grade 8 textbook, Unit 8, Looking back and project

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**III. PROCEDURES**

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

**a. Objectives:**

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

- To help ss focus on the listening and writing topic

**b. Content:**

**-** Kim’s game

**c. Expected outcomes:**

**-** Having a chance to speak English and focus on the topic of the lesson.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Kim’s game:**  **-** T asks students to work in groups of three or four students.  - Get ss to watch a video clip and try to remember all types of shops mentioned in the clip without taking notes.  - After finishing watching the clip, ss write down as many stores/ shops as possible.  - T gets ss to swap the posters among groups and give corrections after T shows the answers.  -The group with the most correct answers will win.  - T leads in the lesson. | ***Answers:***  1. bakery  2. fruit store  3. butcher shop  4. fish market  5. pastry shop  6. flower shop  7. shoe shop  8. toy store  9. stationery shop  10. book store  11. hardware store  12. jewellery store  13. pharmacy |

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

**a. Objectives:**

- To help Ss review the vocabulary they have learnt about shopping

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

**b. Content:**

**-** Task 1: Match the words and phrases (1-5) with the meanings (a-e).

- Task 2: Complete the sentences with the words and phrases from the box.

**c. Expected outcomes:**

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

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Match the words and phrases (1-5) with the meanings (a-e).** (5 mins) | |
| **-**Ask ss to read the request and tell what have to do.  -Help ss focus some key words to help they see the relation to do  **-** Have Ss do this activity individually.  - Ask Ss to read the words and phrases (1 - 5) and the meanings (a - e) and match them.  - Allow them to compare their answers with their partners.  - Call on some Ss to share their answers with the class.  - Confirm the correct answers. | ***Answer key:***  1. b  2. d  3. a  4. e  5. c |
| **Task 2: Complete the sentences with the words and phrases from the box.** (5 mins) | |
| -Ask some ss to tell the meaning of some words .  - Have Ss do this activity individually.  - Ask Ss to read the sentences carefully, then refer to the words and phrases in the box to choose the correct answers.  - Allow Ss to compare their answers with their partners.  -Asks to come to the board and write   * Confirm the correct answers as a class. * Explain more situation in the sentences to help ss know more about shopping | ***Answer key:***  1. on sale  2. bargain  3. Internet access  4. home-grown  5. offline |

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

**a. Objectives:**

- To help Ss review adverbs of frequency in a new context

- To help Ss review the use of the present simple with future actions correctly

**b. Content:**

- Task 3: Complete each sentence with a suitable adverb of frequency.

- Task 4: Use the correct tense and form of the verbs in brackets to complete the sentences.

**c. Expected outcomes:**

- Remember adverbs of frequency and present simple with future meaning

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 3: Complete each sentence with a suitable adverb of frequency.** (5 mins) | |
| -Asks ss to retell about adverbs of frequency they have learn.  -Teacher can help them.  - Have Ss do this activity individually.  - Ask Ss to read the sentences and decide which adverb of frequency to use for each sentence.  - Call on some Ss to share their answers with the class.  - Confirm the correct answers as a class. | ***Answer key:***  1. always  2. always / often / usually  3. never  4. often / usually  5. rarely |
| **Task 4: Use the correct tense and form of the verbs in brackets to complete the sentences.** (5 mins) | |
| -Asks ss to retell about : Present simple for future events  -Teacher can help ss remember again  - Ask Ss to read each sentence carefully and decide which tense to use.  - Call on some Ss to read their answers and explain their choices.  - Confirm the correct answers as a class. Explain if needed. | ***Answer key:***  1. leaves  2. is  3. can use  4. lasts  5. don’t have |

1. **ACTIVITY 3: PRODUCTION(15mins)**

**a. Objectives:**

- To encourage Ss to use their imagination to design a dream shopping place and develop their presentation skill.

- To improve Ss’ teamwork and public speaking skills.

**b. Content:**

**-** Imagine a shopping place ss would like to have in their neighbourhood;

- Draw a picture or find a picture similar to that shopping place.

- Present the picture to the class

**c. Expected outcomes:**

**-** Present the picture of a shopping place ss would like to have in their neighbourhood.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **YOUR DREAM SHOPPING PLACE**  - Ask Ss to read the instructions again (T has already been 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.  -Ask ss give some comments about the other posters | *Students’ posters & presentations* |

**5. CONSOLIDATION** (5 mins)

**a. Wrap-up**

**-**Asks to talk about adverb of frequency and present simple to talk about future

- Ask Ss to complete the self-assessment table.

- Identify any difficulties and provide further practice.

**b. Homework**

- Do exercise 3 on page 63and exercise 6 on page 64 in the Work book

-Preprare: Unit 9: Getting Started

Find 5 words or more about natural disasters.

|  |
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**UNIT 9: NATURAL DISASTERS**

**Period 68 : Lesson 1: Getting started – We are all safe!**

**I. OBJECTIVES**

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

**1. Knowledge**

- Gain an overview about the topic *Natural disasters.*

- Gain vocabulary to talk about *Natural disasters.*

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Qualities**

- Develop awareness of *Natural disasters.*

- Be concerned to *Natural disasters.*

**II. TEACHING AIDS**

- Grade 8 textbook, Unit 9- Getting started

- Computer connected to the Internet

- Projector / TV/ pictures and cards

*- Hoclieu.vn*

**III. PROCEDURES**

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

**a. Objectives:**

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:**

Network: Introduce the names of some natural disasters.

**c. Expected outcomes:**

Ss have general ideas about the topic *Natural disasters.*

**d. Organisation**

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| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| - Teacher asks Ss to work in 2 groups and think of some natural disasters they know.  - Teacher writes the name of one natural disaster as a modeling activity.  - Ss (one by one) go to the board and write the names of natural disasters that they know.  - Teacher checks Ss’ results.  - The group with more correct names of natural disasters becomes the winner.  **\*Teacher’s feedback**. | **Network:**  Earthquake    ***Suggested answers:***  Earthquake, snow storm, acid rain, typhoon, tidal wave, flood, drought, … |

**2. ACTIVITY 1: PRESENTATION** (8 mins)

**a. Objectives:**

Ss know words about Natural disasters.

**b. Content:**

Vocabulary: damage, funnel, tornado, eruption, pull up, landslide.

**c. Expected outcomes:**

Ss know how to pronounce the new words correctly and use them in appropriate situations.

**d. Organisation**

|  |  |
| --- | --- |
| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching**  - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary, using pictures, explanation and translation.  - Teacher checks students’ understanding with the “***Matching***” technique.  - Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further.  \***Teacher checks students’ pronunciation and gives feedback.** | **New words:**  1. Damage (v,n)  2. Funnel (n)  3. Tornado (n)  4. Eruption (n)  5. Pull up  6. Landslide (n) |

**3. ACTIVITY 2: PRACTICE** (22 mins)

**a. Objectives:**

- To have Ss get to know the topic.

- To have Ss get specific information of the text.

- Students can develop their reading and listening skills.

- To develop Ss’ vocabulary related to the topic.

**b. Content:**

Listen and read the conversation between Tom and Mi, then complete each sentence with no more than TWO words, write the narural disasters from the box under the pictures. Then listen, check, and repeat; choose the correct answer to complete each sentence.

**c. Expected outcomes:**

Students can read and understand general and specific information about Natural disasters.

**d. Organisation**

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| --- | --- |
| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1. Listen and read.** (7 mins) | |
| - Teacher asks Ss to look at the picture on pages 92,93 and answer the following questions:  +) What can you see in the pictures?  +) What natural disaster is it?  - Teacher elicits answers from Ss.  - Teacher introduces the two characters: Tom and Mi and explains that they are friends and they are talking about natural disasters.  - Teacher plays the recording twice for Ss to listen and read along.  - Teacher asks some pairs of students to read the conversation aloud. | 1. What can you see in the picture? 2. What natural disaster is it? |
| **Task 2. Read the conversation again. Complete each sentence with no more than TWO words from it**(5 mins) | |
| - Teacher tells Ss to read the conversation again and work independently to find the answers.  - Ss work independently to find the best answers.  - Teacher has Ss compare the answers in pairs before checking with the whole class.  - Teacher checks the answers as a class and gives feedback. | ***Answer key:***  1. flood  2. second floor  3. natural disaster  4. were having  5. pulled |
| **Task 3. Write the natural disasters from the box under the pictures. Then listen, check, and repeat.** (5 mins) | |
| - Teacher asks Ss to look at the pictures and say if they know the natural disaster shown in each picture.  - Ss work individually to write the natural disasters in the box under the pictures.  -  Ss compare their answers with a partner.  - Teacher invites some Ss to go to the board and write their answers.  - Teacher confirms the correct answer.  - Teacher has some Ss practice saying the natural disasters again. | ***Answer key:***  1. flood  2. tornado  3. volcanic eruption  4. storm  5. landslide  6. earthquake |
| **Task 4. Choose the correct answer to complete each sentence.** (5 mins) | |
| - Teacher asks Ss to work in pairs, read the sentences and choose the correct answers.  - Teacher asks for Ss’ answers and confirms the correct ones.  - For a more able class, teacher has Ss work in pairs to do the activity and explain why the other word is not the correct answer.  **\*T’s observation and feedback** | ***Answer key:***  1. volcanic eruption  2. earthquake  3. landslide  4. storms  5. tornado |

**4. ACTIVITY 3: PRODUCTION** (7 mins)

**a. Objectives:**

Ss can revise the words and phrases indicating natural disasters.

**b. Content:**

Work in groups. Complete the web with all of the words and phrases related to natural disasters you know.

**c. Expected outcomes:**

Ss can write the names of natural disasters they know.

**d. Organisation**

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| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 5: Word web:**  Work in groups. Complete the web with all of the words and phrases related to natural disasters you know.  - Teacher asks Ss to work in groups to complete the word web with all the words and phrases related to natural disasters they know.  - Teacher asks Ss to include the words and phrases learnt in this lesson or other words.  - Teacher invites some Ss to share their groups’s answers with the class.  **\*T’s feedback**. |  |

**5. CONSOLIDATION:** (3 mins)

**a. Wrap-up**

- Teacher asks one or two Ss to tell the class what they have learnt. Teacher shows them the slide with the objectives. Teacher ticks the objectives that have been learnt.

- Teacher asks Ss to say aloud some words and phrases they remember from the lesson.

**b. Homework**

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

- Do exercises in the workbook.

- Prepare for Lesson 2 - A closer look 1

**UNIT 9: NATURAL DISASTERS**

**Period: 69 :** **Lesson 2: A closer look 1**

**I. OBJECTIVES**

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

**1. Knowledge:**

- Vocabulary: The lexical items related to natural disasters.

- Pronunciation: Stress in words ending in *-al* and *-ous*

**2. Competence:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Qualities**

- Develop awareness of *Natural disasters.*

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

**II. TEACHING AIDS**

- Grade 8 textbook, Unit 9 - A closer look 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**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:**

Kim’s game.

**c. Expected outcomes:**

Ss review words about *Natural disasters.*

**d. Organisation**

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| --- | --- |
| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| - Teacher asks Ss to work in 2 groups.  - Teacher shows some pictures related to Natural disasters in 2 minutes.  - Ss look at the pictures and remember (no writing).  - As soon as teacher stops showing the pictures, Ss work in groups and write the words for the pictures they have seen.  - The group with more correct words becomes the winner. | **Kim’s game:**     |  |  | | --- | --- | | earthquake | tornado | | volcanic eruption | tidal wave/ tsunami | | flood | drought | |

**2. ACTIVITY 1: PRESENTATION** (5mins)

**a. Objectives:**

- To present some words and phrases related to natural disasters.

**b. Content:**

**-** Vocabulary pre-teaching

**c. Expected outcomes:**

**-** Ss know how to pronounce the new words correctly and use them in appropriate situations.

**d. Organisation**

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| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| - Teacher introduces the words.  - Teacher explains the meaning of the new vocabulary, using pictures and translation.  - Teacher checks students’ understanding with the “***Rub out and remember****”* technique. | ***New words:***  1. destroy (v)  2. erupt (v)  3. predict (v)  4. emergency kit  5. property (n)  6. rescue worker  7. victim (n) |

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

**a. Objectives:**

- To give Ss further practice with words and phrases related to natural disasters.

**b. Content:**

- Task 1: In column B, write the noun forms of the verbs in column A.

- Task 2: Write a word or phrase from the box under the correct picture.

- Task 3: Fill in each blank with a word or phrase from the box.

**c. Expected outcomes:**

**-** Ss know how to pronounce the new words correctly and use them in appropriate situations.

**d. Organisation**

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| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS** | |
| **Task 1: In column B, write the noun forms of the verbs in column A.** (5 mins) | | | |
| - Teacher asks Ss to read the verbs in column A and try to give the noun forms of these verbs.  - Teacher asks Ss to work in pairs to compare their answers.  - Teacher has some Ss write their answers on the board.  - Teacher checks and confirms the correct answers. | | ***Answer key:***  1. destruction  2. eruption  3. warning  4. prediction  5. damage | |
| **Task 2: Write a word or phrase from the box under the correct picture.** (5 mins) | | | |
| - Teacher asks Ss to work individually.  - Ss look at the pictures and choose a suitable word/ phrase for each picture.  - Ss compare answers in pairs.  - Teacher invites some Ss to give their answers.  - Teacher confirms the correct answers. | | ***Answer key:***  1. whistle  2. property  3. emergency kit  4. victim  5. rescue worker | |
| **Task 3: Fill in each blank with a word or phrase from the box.** (5 mins) | | | |
| - Teacher asks Ss to work individually.  - Ss read all the sentences carefully to make sure they understand the sentences and fill in the blanks with the words and phrases in the box.  - Teacher lets Ss share their answers in pairs.  - Teacher invites some Ss to give the answers.  - Teacher confirms the correct answers. | | ***Answer key:***  1. damage  2. warning  3. emergency kit  4. predict  5. property | |

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

**a. Objectives:**

- To help students identify the stress in words ending in *-al* and *-ous*

- To help students stress the words ending in *-al* and *-ous* correctly and read the sentences including these words with correct stress.

**b. Content:**

- Listen and repeat the words. Pay attention to the word stress.

- Listen and repeat the sentences. Mark the stress in the underlined words.

**c. Expected outcomes:**

- Ss distinguish and pronounce the words ending *-al* and *-ous* with correct stress.

**d. Organisation**

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| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4: Listen and repeat the words. Pay attention to the word stress**. (8 mins) | |
| - Teacher asks Ss to read out the words.  - Teacher plays the recording for them to listen and repeat the words they hear. Teacher plays the recording as many times as necessary.  - Teacher explains that these words have the stress on the first syllable and tells them that the endings –al and –ous do not change the stress pattern of the original words.  - Teacher asks Ss to work in pairs to practise saying the words.  - Teacher invites some Ss to say the words aloud. |  |
| **Task 5: Listen and repeat the sentences. Mark the stress in the underlined words.** (7 mins) | |
| - Teacher has Ss read the sentences quickly.  - Teacher plays the recording for Ss to listen to the sentences.  - Teacher asks Ss to pay attention to the underlined words and put stress on the correct syllable in each word.  - Teacher invites some Ss to share their answers, teacher confirms the correct ones.  - Teacher plays the recording again for Ss to repeat the sentences.  - Teacher has Ss practise the sentences in pairs and invites some pairs to read the sentences aloud. | ***Answer key:***  1. The flood victims are collecting their ‘personal property.  2. Avoid ‘dangerous places, such as windows or bookcases, during an earthquake.  3. There are ‘numerous ‘tropical storms in this area every year.  4. Some ‘natural disasters, such as landslides, usually happen in ‘mountainous areas.  5. She gave us ‘practical tips about treating ‘poisonous wastes. |

**5. CONSOLIDATION**(5 mins)

**a. Wrap-up**

- Teacher asks Ss to retell 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 3 - A closer look 2

**UNIT 9: NATURAL DISASTERS**

**Period: 70 Lesson 3: A closer look 2**

**I. OBJECTIVES**

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

**1. Knowledge**

Grammar: How to use “The past continuous”

|  |  |
| --- | --- |
| **Structure** | **Examples** |
| Affirmative sentences: S + was/ were + V\_ing | She was doing her homework at 8 o’clock last night. |
| Negative sentences: S + was/ were not + V\_ing | She was not doing her homework at 8 o’clock last night. |
| Questions: Was/ were + S + V\_ing? | Was she doing her homework at 8 o’clock last night? |

**2. Competences**

- 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 to Natural disasters.

**II. TEACHING AIDS**

- Grade 8 textbook, Unit 9 - A closer look 2

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- Phần mềm tương tác hoclieu.vn

**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:**

Questions and answers.

**c. Expected outcomes:**

Ss can use suitable answers to teacher’s questions.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| - Teacher says one sentence about himself, using past continuous.  - Teacher invites some Ss to answer the question.  (teacher writes the question and Ss’ answers on the board. If Ss don’t use the past continuous, still accept their answers)  - Teacher underlines the form of the past continuous in the sentence, and then corrects Ss’s answers if they don’t include the past continuous in their answers.  - Teacher tells them that they are going to learn the past continuous and leads to the lesson. | **I was watching TV at 8 pm yesterday. What were you doing?** |

**2. ACTIVITY 1: PRESENTATION** (8 mins)

**a. Objectives:**

To introduce the form and use of the past continuous.

**b. Content:**

Form and use of the past cotinuous.

**c. Expected outcomes:**

Ss know the form and how to use the past continuous.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| - Teacher draws Ss’s attention to the sentences on the board and asks “What is the form of the past continuous?”  - Teacher invites some Ss to aswer the questions, then writes their answers on the board.  - Teacher confirms the correct answer. | **- Form of the past continuous:**  Affirmative sentences: S + was/ were + V\_ing.  Negative sentences: S + was/ were not + V\_ing.  Questions: Was/ were + S + V\_ing?  **- The use of the past continuous:**  We use the past continuous to describe:  +) an action that was happening at a particular time in the past.  +) a past action that was happening when another action interrupted it. We use the past simple for the action that interrupted it.  Notes:  +) We can use when or while before the past continuous.  +) We can only use when before the past simple. |

**3. ACTIVITY 2: PRACTICE** (22 mins)

**a. Objectives:**

- To help Ss practice the form of the past continuous.

- To help Ss distinguish the past simple and the past contiuous.

- To give further practice with the past continuous.

- To help Ss ask and answer the questions using the past continuous.

**b. Content:**

- Complete the sentences by putting the verbs in brackets into the past continuous.

- Circle the correct answer to complete each sentence.

- Look at the picture and write what each person in Lan’s family was doing when the earthquake happened. Use the given word and phrases from the box.

- Form questions using the past continuous. Then in pairs, ask and answer the questions.

**c. Expected outcomes:**

Ss can distinguish the past simple and the past contiuous; furthet practice the past continuous through different exercises.

**d. Organisation**

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| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS** | | |
| **Task 1. Complete the sentences by putting the verbs in brackets into the past continuous.** (7 mins) | | |
| - Teacher asks Ss to work in pairs and do the exercise.  - Ss do the exercise, then compare their answers with an other pair.  - Teacher invites some Ss to share their answers.  - Teacher confirms the correct answers. | | **Answer key:**  1. were helping  2. was snowing  3. was working  4. were … doing, was watching  5. were … crying |
| **Task 2. Circle the correct answer to complete each sentence.** (5 mins) | | |
| - Teacher asks Ss to work individually and do the exercise.  - Teacher asks Ss to compare their answers with a partner.  - Ss discuss with their friends if there are any differences between their answers.  - Teacher checks students’ answers as a class.  - Teacher confirms the correct answers. | | **Answer key:**  1. donated  2. were you doing, was sleeping  3. were camping, came  4. ran, moved  5. wasn’t reading, was watching |
| **Task 3. Look at the picture and write what each person in Lan’s family was doing when the earthquake happened. Use the given word and phrases from the box.** (5 mins) | | |
| - Teacher asks Ss who they can see in the picture and what they are doing.  - Teacher describes the situation to Ss and asks them to describe the actions of the people in the picture, using the past continuous and the words/ phrases given in the box.  - Teacher has Ss do this exercise individually and then compare their answers with another classmate’s.  - Teacher invites some Ss to write their answers on the board.  - Teacher checks the answers with the whole class and confirms the correct answers. | | **Answer key:**  1. Lan’s grandparents were watching TV.  2. Lan’s/ Her mother was reading a book.  3. Lan’s/ Her father was drinking tea.  4. Lan was talking on the phone.  5. Lan’s/ Her brother was drawing. |
| **Task 4. Form questions using the past continuous. Then in pairs, ask and answer the questions.** (5 mins) | | |
| - Teacher asks Ss to read the example carefully and explains what they have to do.  - Teacher asks Ss to work in pairs to do this activity. They make questions and then practise asking and answering.  - Teacher invites some pairs to ask and answer the question in front of the class.  - Teacher comments on their answers and accepts different answers provided that they are correct and logical. | | **Answer key:**  1. Were you having dinner at 7 o’clock yesterday evening?  2. Were you doing your homework at 8 o’clock yesterday evening?  3. Were you watching a film at 9 o’clock yesterday evening? |

**4. ACTIVITY 3: PRODUCTION -** Memory challenge (7 mins)

**a. Objectives:**

To help students practise the past continuous via a game.

**b. Content:**

Work in groups. Take turns to say a sentence that describes what each person in the picture was doing.

**c. Expected outcomes:**

Ss can say sentences to describe what each person in the picture was doing.

**d. Organisation**

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| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS** | | |
| **Task 5. Work in groups. Take turns to say a sentence that describes what each person in the picture was doing.** (7 mins) | | |
| - Teacher divides Ss into groups and assigns a group leader to keep watch of the game.  - Teacher explains the rule of the game:  The picture shows a class at break time. Now work in groups. Look at the picture for one minute. Take turns to say a sentence that describes what each person in the picture was doing. You score one point for every correct sentence. The student with the highest score in each group wins.  - Teacher has groups play the game in about 3-5 minutes.  - Teacher invites some groups to perform the game in front of the whole class and comments on their performance. | | **Suggested answers:**  - Mai was reading.  - Phong and Nick were playing chess.  - Lan and Ann were singing.  - Nam was cleaning the board.  - Mi and Ha were talking. |

**5. CONSOLIDATION** (3 mins)

**a. Wrap-up**

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

**b. Homework**

- Remember the form and use of the past continuous.

- Do exercises in the workbook.

- Prepare for Lesson 4 - Communication

**UNIT 9: NATURAL DISASTERS**

**Period: 71** **Lesson 4: Communication**

**I. OBJECTIVES**

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

**1. Knowledge:**

- Use the lexical items related to natural disasters.

- Practise giving and responding to bad news.

**2. Competences:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork.

- Actively join in class activities

**3. Qualities**

- Develop awareness of Natural disasters.

- Be concerned to Natural disasters.

**II. TEACHING AIDS**

- Grade 8 textbook, Unit 9- Communication

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- Phần mềm tương tác hoclieu.vn

**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:**

Answering the questions

**c. Expected outcomes:**

Ss can answer the questions about the picture.

**d. Organisation**

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| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| - Teacher show a picture about one disaster.  - Teacher asks Ss to work individually and answer the questions.  - Teacher invites some Ss to talk in front of the class.  - Teacher comments on their answers and leads to the new lesson.  - Teacher observes and gives feedback. | **Answering the questions:**  Earthquake  1. What do you see in the picture?  2. How do you feel? |

**2. ACTIVITY 1: PRESENTATION** (5 mins)

**a. Objectives:**

- To introduce the new words related to natural disasters.

- To help Ss understand more clearly the meaning of some words.

- To help Ss use the words in specific contexts.

**b. Content:**

Vocabulary: Shake, fahrenheit, richter scale.

**c. Expected outcomes:**

Ss know how to pronounce the new words correctly and use them in appropriate situations.

**d. Organisation**

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| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary:**  - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary, using pictures and translation.  - Teacher writes new words on the board.  - Students listen and repeat in individual first then the whole class.  - Teacher call 3- 4 Ss to read the words again.  - Teacher checks students’ understanding with the “**What and where?**” technique.  - Teacher observes and gives feedback. | **New words:**  1. Shake (v)  2. Fahrenheit (n)  3. Richter scale (n) |

**3. ACTIVITY 2: PRACTICE** (13ms)

**a. Objectives:**

- To introduce ways of giving and responding to bad news.

- To help Ss practise giving and responding to bad news.

**b. Content:**

- Listen and read the dialogue below. Pay attention to the highlighted sentences.

- Work in pairs. Practise giving and responding to bad news in the following situations.

**c. Expected outcomes:**

Ss know how to give and respond to bad news.

**d. Organisation**

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| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS** | | |
| **Task 1.** **Listen and read the dialogue below. Pay attention to the highlighted sentences.**  **(6 mins)** | | |
| - Teacher plays the recording for Ss to listen and read the dialogue between Mark and Phong.  - Teacher asks Ss to pay attention to the highlighted sentences and tells them that these are two ways to give and respond to bad news.  - Teacher has Ss practise the dialogue in pairs.  - Teacher calls on some Ss to practise the dialogue in front of the class.  - Teacher observes and gives feedback. | | Mark: Phong, why are you so sad?  Phong: My grandparents called this morning. A flood destroyed their house.  Mark: I’m sorry to hear that.  Phong: It also damaged all of their crops.  Mark: That’s awful. I hope your grandparents are safe. |
| **Task 2. Work in pairs. Practise giving and responding to bad news in the following situations. (7 mins)** | | |
| - Teacher asks Ss to work in pairs to read the given situations and make similar dialogues, using the language they have learnt.  - Ss use the language and make similar dialogues.  - Teacher moves around to observe and provides help.  - Teacher calls on some pairs to practise in front of the class.  - Teacher comments on their performance.  - Teacher observes and gives feedback. | | **Situations:**  – You have a friend in a mountainous area. A landslide destroyed his family’s garden yesterday. You share this news with your classmate.  – You hear that a big earthquake hit a city. You share this news with your classmate. |

**4. ACTIVITY 3: PRODUCTION** (17ms)

**a. Objectives:**

- To help Ss identify the natural disasters described in the short texts.

- To check Ss’ knowledge of different natural disasters via a questionnaire.

- To provide Ss with a chance to communicate with each other and confirm their knowledge of natural disasters.

**b. Content:**

- Read the short passages below. Decide which natural disaster each person below is talking about.

- Choose the correct answer to each question to see how much you know about natural disasters.

- Work in pairs. Compare your answers. Then check your answers with the key on page 101. How many points did each of you get?

**c. Expected outcomes:**

Ss know more about natural disasters.

**d. Organisation**

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| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS** | | |
| **Task 3. Read the short passages below. Decide which natural disaster each person below is talking about. (6 mins)** | | |
| - Teacher asks Ss to work in pairs to read the three short texts and decide what natural disaster each person is talking about.  - Teacher asks Ss to prepare an explanation for their answers.  - Teacher elicits answers from Ss.  - Teacher confirms the correct answers. | | **Answer key:**  **Nam**:landslide  **Ann**: tornado  **Tom**: earthquake |
| **Task 4. Choose the correct answer to each question to see how much you know about natural disasters.** **(6 mins)** | | |
| - Teacher tells Ss that they are going to answer a questionnaire to see how much they know about natural disasters.  - Teacher has Ss read through the questionnaire quickly and explain any new words.  - Teacher asks Ss to answer the questions individually. | | **Answer key:**  1. A  2. B  3. C  4. B  5. C  6. A |
| **Task 5. Work in pairs. Compare your answers. Then check your answers with the key on page 101. How many points did each of you get?. (5 mins)** | | |
| - Teacher asks Ss to work in pairs to compare their answers.  - Teacher asks Ss to note down the answers and then check them with the key on page 101.  - Teacher has Ss calculate the points each of them earns.  - Teacher asks some Ss to report their answers and points to the class.  - Teacher observes and gives feedback. | |  |

**5. CONSOLIDATION** (5 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 5 – Skills 1

***UNIT 9: NATURAL DISASTERS***

**Period: 72** ***Lesson 5 : SKILLS 1***

**I. OBJECTIVES**

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

**1. Knowledge**

**+ Vocabulary:** read for specific information about natural disasters in a news report and talk about natural disater and what to do when it happens.

**+ Communication:**

- Talk about a natural disasters

- Ask and answering questions about what to do when a natural disasters happens

**2. Competences**

- Develop reading and speaking skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Qualities**

- Educate students to be always ready to prevent natural diasters

- Be concerned to Natural disasters.

**II. TEACHING AIDS**

- Grade 8 textbook, Unit 9 – Skills 1

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- Phần mềm tương tác hoclieu.vn

**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**

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| **TEACHER’S 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. | Natural disasters  erupt |

**2. ACTIVITY 1: PRESENTATION** (5 mins)

**a. Objectives:**

- To introduce some vocabulary

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

**b. Content:**

**-** Vocabulary pre-teach

- Match the headlines with the natural disasters.

**c. Expected outcomes:**

**-** Ss understand new vocabulary

**d. Organisation**

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| --- | --- |
| **TEACHER’S 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) |

**3. ACTIVITY 2: PRACTICE** (19 mins)

**a. Objectives:**

- 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:**

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

**c. Expected outcomes:**

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

**d. Organisation**

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| --- | --- | --- | --- |
| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS** | | |
| **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 work individually and do the exercise.  - Teacher asks Ss to compare their answers with a partner.  - Ss discuss with their friends if there are any differences between their answers.  - Teacher checks students’ answers as a class.  - Teacher confirms the correct answers. | | **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. |

**4. ACTIVITY 3: PRODUCTION** (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:**

- Work in pairs. Match the questions with the answers.

- 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**

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| --- | --- | --- |
| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS** | |
| **Task 1: 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 2: 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. … |

**5. 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.

**UNIT 9: NATURAL DISASTERS**

**Period: 73****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. Competences:**

- Develop communication skills and creativity.

- Be collaborative and supportive in pairwork.

- Actively join in class activities.

**3. Qualities**

- Develop awareness of Natural disasters.

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

**TEACHING AIDS**

- Grade 8 textbook, Unit 9 Skills 2.

- Computer connected to the Internet.

- Projector / TV

- hoclieu.vn

**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. | **Suggested answer:**  – Prepare food, drink an emergency kit with necessary things.  – lock all the doors of the house tiny.  – Move to a higher place if necessary.  **During:**  – Listen to the radio or television for more information.  **After:**  – Avoid moving water.  – Stay away from damaged areas |

**2. ACTIVITY 1: PRESENTATION** (5 mins)

**a. Objectives:**

- To introduce some vocabulary

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

**b. Content:**

**-** Vocabulary pre-teach

- Match the headlines with the natural disasters.

**c. Expected outcomes:**

**-** Ss understand new vocabulary

**d. Organisation**

|  |  |
| --- | --- |
| **TEACHER’S 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. authority (n)  2. warn (v)  3. avoid (v) |

**3. ACTIVITY 2: PRACTICE**(18 mins)

**a. Objectives:**

- 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:**

- 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**

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| **TEACHER AND STUDENTS’ ACTIVITIES** | | **CONTENTS** |
| **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.  What can you see in the picture ?  When do we need these things ?  - 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 | |

**4. ACTIVITY 3: PRODUCTION** (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. | |

**5. 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.

**UNIT 9: NATURAL DISASTERS  
Period: 74** **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. Competence:**- Develop communication skills and creativity.  
- Be collaborative and supportive in pair work.  
- Actively join in class activities  
**3. Qualities**- Develop awareness of *Natural disasters.*- Be concerned to *Natural disasters.***II. TEACHING AIDS**- Grade 8 textbook, Unit 9- Looking back + Project  
- Computer connected to the Internet  
- Projector / TV/ pictures and cards  
- Phần mềm tương tác hoclieu.vn

**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 4.  
**d. Organisation**

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| **TEACHER’S 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. | **Unit 9** |

**2. ACTIVITY 1: PRESENTATION** (6 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.

**c. Expected outcomes:**

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

**d. Organisation**

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|  | **TEACHER’S AND STUDENTS’ ACTIVITIES** | | **CONTENTS** |
| **Task 1. Write the name of a natural disaster in each blank. (6 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 | |

**3. ACTIVITY 2: PRACTICE (20mins)**

**a. Objectives:**- To help Ss revise the vocabulary items they have learnt in the unit.

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

- Put the verbs into the correct tense: the past simple or past continuous.  
- Complete the sentences about you and your family members.  
**c. Expected outcomes:**- Ss know how to use the words they have learnt in different contexts.

- Students can make differentiate between the past simple and past continuous.  
**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** | |
| **Task 2. Fill in each blank with the correct form of the word in brackets.**  **(7 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 |
| **Task 3: Put the verbs into the correct tense: the past simple or past continuous.** | | |
| - Teacher asks Ss to work individually and read the sentences carefully. - Ss give 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. (8 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. | | At 7 p.m. yesterday, … 1. I was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. 2. my grandmother / grandfather \_\_\_. 3. my mother \_\_\_\_\_\_\_\_\_\_\_\_\_\_. 4. my father \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  5. my sister / brother\_\_\_\_\_\_\_\_\_. |

**4. ACTIVITY 3: PRODUCTION – PROJECT *(10 mins)***

**a. Objectives:**To provide Ss with an opportunity to research more deeply into a natural disaster.  
**b. Content:**Work in groups, choose a natural disaster you want to learn more about, create a poster about this natural disaster. Draw pictures or find suitable photos for it, present the poster to the class.  
**c. Expected outcomes:**Ss can create a poster about this natural disaster and present it to the class.  
**d. Organisation**

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| **TEACHER AND STUDENTS’ACTIVITIES** | **CONTENTS** |
| - Teacher asks Ss to read the instructions and makes sure they understand what to do. - Teacher asks Ss to work in groups to do the project. - Teacher instructs Ss how to carry out this project and asks them to try to search for information to answer the questions given and create a poster about the natural disaster they have chosen. - Teacher asks Ss to present their poster to the class | SS’ presentation |

**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 for Unit 10 – Getting started