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| ***Date of planning***: February 17rd, 2025  ***Date of teaching*:** February 24th , 2025  **WEEK: 23**  **Period: 69** | **UNIT 9 : NATURAL DISASTERS**  **Lesson 1: GETTING STARTED**  ***WE ARE ALL SAFE!*** |

**I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following:**

**1. Knowledge:**

- To introduce an overview about the topic *Natural disasters.*

- To learn how to use vocabulary to talk about *Natural disasters.*

- To practice listening and reading skills .

*+ Vocabulary:*The lexical items related to *Natural disasters.*

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

- Giving and responding to bad new.

*+ Grammar:*Past continuous tense.

**2. Competence:**

**-** Students will be able to practice listening and reading skills .

- Develop communication skills and creativity.

- Be co-operative 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:**

- Teacher: Grade 8 text book, projector ; Unit 9, Getting started.

- Students : Text books, workbook…

- Computer connected to the Internet

- *Hoclieu.vn*

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION ( 3’- 5’)** | |
| **\* Aims:**  *- To create an active atmosphere in the class before the lesson;*  *- To lead into the new unit.*  *\* Content:* To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.  *\* Expected outcomes:* Having a chance to speak English and focus on the topic of the lesson.  *\* Organisation :* Teacher’s instructions … | |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting**  - 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.  **OR\*\* Before** Ss open their books, show pictures of common *natural disasters* in Viet Nam.  + Elicit the phrase natural disasters. Tell them that natural disasters are sudden and violent events in nature (such as an earthquake, a hurricane, or a flood) that kill or injure a lot of people and / or cause a lot of damage.  + Ask them what they know about natural disasters.  + Write the unit title on the board *Natural Disasters*. Share with Ss the objectives of the lesson (it is a good idea to write the objectives in a corner of the board and leave them there or put them on a slide to show Ss).  - Have Ss open their Student's Book and start the lesson | **+ Greeting ; T\_Ss.**  +  Students **(Ss)** listen and learn how to do  the tasks.  Earthquake   |  | | --- | |  |   ***\* Suggested answers:***  Earthquake, snow storm, acid rain, typhoon, tidal wave, flood, drought, …  **-** Open the book and write the tittle of the lesson. |
| **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | |
| ACTIVITY 1:  **\* Objectives:**  **- To set the context for the introductory conversation;**  **- To introduce the topic of the unit and the vocabulary to be learnt.**  *\* Content:*Learn some new words . Read the conversation and find out new words. Focus on topic of the lesson, grammar points…  + Vocabulary: damage, funnel, tornado, eruption, pull up, landslide.  *\*Expected outcomes:*Know more new words; Ss know how to pronounce the new words correctly and use them in appropriate situations.  *\* Organisation* **:** Teacher’s instructions. | |
| **Teacher’s Student’s activities** | **Content** |
| **1. Listen and read :/ Page 92** | |
| **\* Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + Teacher introduces the vocabulary by:  - providing the pictures  - eliciting the definition of the words  + Teacher do the “Rub out and remember” checking technique.  - Teacher reveals that these seven words will appear in the reading text and asks students to open their textbooks to discover further.  - Ask Ss to look at the picture on pages 92 - 93 and answer the questions below:  *- What can you see in the picture?*  *- What natural disaster is it?*  + Elicit answers from Ss.  - Introduce the two characters: Tom and Mi.  - Explain that they are friends, and they are talking about natural disasters.  - Play the recording twice for Ss to listen and read along. Have Ss underline the words or phrases that are related to the topic of the unit while they are listening and reading.  - Have Ss practise the conversation in pairs, then invite some pairs to read the conversation aloud.  Have Ss say the words or phrases in the text that they think are related to the topic of the unit.  - Quickly write the words or phrases on one part of the board or show the conversation on a slide and highlight the words or phrases. Comment on Ss' answers. | **- T\_Ss**  \*Vocabulary  **1.** damage (n,v) Thiệt hại, gây tổn hại  **2**. funnel (n) Cái phễu  **3**. tornado (n) Lốc xoáy  **4**. eruption (n) Sự phun trào  **5.** pull up (v) Kéo lên, nhổ lên, lôi lên  **6.** landslide (n) Vụ sạt lở |
| EXTRA ACTIVITY  - Put Ss into pairs.  - Have each pair work together to reread the conversation and underline what they think are the five most important sentences.  - Have the pairs write these five sentences on a sheet of A4 paper in the order that they appear in the conversation.  - Leave a quick discussion about some of the most important words and phrases from the conversation that represent the key ideas and write them on the board.  - Have Ss using their five sentences as well as words and phrases on the board work together to write a summary of the text in three sentences.  - Have pairs compare their summary*.* | |
| **3. PRACTICE ( 15’)** | |
| **\* Objectives:**  **2. To help Ss understand the conversation.**  **3. To introduce the names of some natural disasters.**  4. To help Ss understand the meaning of the words and phrase indicating natural disasters in 3.  *\* Content:*Listen and read the conversation; Complete the sentences with words; Write the natural disaters from the box; Choose the correct option to complete the sentences.  *\* Expected outcomes:* Ss understand the content of the conversation and know the vocabulary related to the topic. Students can read and understand general and specific information about Natural disasters.  *\* Organisation :* | |
| **Teacher’s Student’s activities** | **Content** |
| ACTIVITY 2: **Read the conversation again. Complete each sentence with no more than TWO words from it .** | |
| + First, ask Ss to read the sentences and fill in the blanks without reading the conversation again.  - Elicit the answers from Ss. Quickly write these answers on the board.  - Have them read the conversation again to check their answers.  - Allow them to share the answers with a partner before discussing as a class.  - Ask Ss for their answers again, referring to the answers that have been previously written on the board.  - Confirm the correct answers. | **- T\_Ss**  **- Work individually.**  **\* *Answer key:***  **1**. flood  **2.** second floor  **3**. natural disaster  **4.** was having  **5.** pulled |
| ACTIVITY 3: **Write the natural disasters from the box under the pictures. Then listen, check, and repeat.** | |
| + Ask Ss to look at the pictures and say if they can name the natural disaster shown in each picture.  - Have Ss work individually to write the natural disasters from the box under the pictures.  - Have them compare their answers with a partner.  Invite some Ss to go to the board and write their answers. | **- T\_ Ss**  \* ***Answer key:***  **1**. flood  **2**. tornado  **3**. volcanic eruption  **4**. storm  **5**. landslide  **6**. earthquake |
| ACTIVITY 4: **Choose the correct answer to complete each sentence.** | |
| - Have Ss work in pairs, read the sentences, and choose the correct answers.  - Ask for Ss' answers and confirm the correct ones.  - For a more able class, have Ss work in pairs to do the activity and explain why the other word is not the correct answer. | **- T\_ Ss.**  **- Work individually.**  **\* *Answer key:***  **1**. volcanic eruption  **2**. earthquake  **3**. landslide  **4**. storms  **5**. tornado |
| **4. PRODUCTION/ FURTHER PRACTICE ( 8’)** | |
| **\* Objectives:**  **-** **To help Ss revise the words and phrases indicating natural disasters.**  *\* Content:* **Word web.** Work in groups. Complete the web with all of the words and phrases related to natural disasters you know.  *\* Expected outcomes*: Ss can write the names of natural disasters they know.  *\* Organisation :* | |
| **Teacher’s Student’s activities** | **Content** |
| ACTIVITY 5: **Word web:** | |
| + Set a time limit (3 - 5 minutes) for Ss to do this activity.  - Have Ss work in groups to complete the word web with all the words and phrases related to natural disasters they know. Tell Ss that they can include the words and phrases learnt in this lesson or other words and phrases. Invite some Ss to share their group's answers with the class.  + For a more able class, after Ss have finished the word web, ask them to make some sentences with the words and phrases they have written. | **+ T-Ss ; + Ss**  **\* Key** |
| **5. WRAP-UP & HOME WORK (2’)**  + Ask one or two Ss to tell the class what they have learnt. Draw Ss' attention to the objectives on the board or show them the slide with the objectives. Tick the objectives that have been learnt.  + Ask Ss to say aloud some words and phrases they remember from the lesson.  + If there is a projector in the classroom, show the the conversation in 1 and highlight the keywords related to the topic. It would be helpful to also highlight the past continuous and the words ending in -at and -ous. Tell Ss that they will learn these language points in the upcoming lessons  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Lesson 2: A CLOSER LOOK 1 .  **\*\* 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.)*  ==============================================   |  |  | | --- | --- | | ***Date of planning***: February 18th, 2025  ***Date of teaching*:** March 25th , 2025  **WEEK: 24**  **Period: 70** | **UNIT 9 : NATURAL DISASTERS**  **Lesson 2 : A CLOSER LOOK 1** |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following:**  **1. Knowledge:**  - To introduce the lexical items related to natura disasters.  - To identify the stress in words ending in -al and -ous  *+ Vocabulary:* The vocabulary related to *Natural disasters.*  - Pronunciation: **Stress** in words ending in ***-al*** and ***- ous***  - Giving and responding to bad new.  *+ Grammar:*Past continuous tense.  **2. Competence:**  **-** Students will be able to practice listening and reading skills .  - Develop communication skills and creativity.  - Be co-operative 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:**  - Teacher: Grade 8 text book, projector ;  - Students : Text books, workbook…  - Computer connected to the Internet  - *Hoclieu.vn*  **III. PROCEDURE:**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION** ( 3’- 5’) | | | **\* Objectives:**  *- To create an active atmosphere in the class before the lesson;*  *- To lead into the new lesson***.**  *\* Content:* To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.  *\*Expected outcomes*: Having a chance to speak English. Students get some vocabulary from the lesson and be ready for the lesson.  *\* Organisation :* Teacher’s instructions … | | | **Teacher’s Student’s activities** | **Content** | | **+ Greeting**  **\* Kim’s game:**  - 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.  **OR.**  + Show some pictures of the natural disasters Ss learnt in the previous lesson.  - Have some Ss say the disasters aloud.  - Lead into this lesson which focuses on words and phrases related to natural disasters and stress in words ending in -al and -ous.  + Share with Ss the objectives of the lesson (it is a good idea to write the objectives in a corner of the board and leave them there or put them on a slide to show Ss) and have Ss open their books and start the lesson. | **+ Greeting ; T\_Ss.**  + **Kim’s game:**     |  |  | | --- | --- | |  |  | |  |  | |  |  |   ***\* Suggested answers:***  Earthquake, tornado, volcano, tidal wave/ tsunami, flood, drought. | | **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | **\* Objectives:**  **- To present some verbs and nouns related to natural disasters.**  *\* Content:*Write the noun forms of the verbs.  *\* Expected outcomes:*Knowing more new words. Ss review words about *Natural disasters.*  *\* Organisation* **:** Teacher’s instructions. | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 1: **In column B, write the noun forms of the verbs in column A.** | | | + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + Teacher introduces the vocabulary by:  - providing the pictures  - eliciting the definition of the words  - Teacher checks the students' understanding by the *Rub out and Remember* technique.  \*\* Have Ss read the verbs in column A and try to give the noun forms of these verbs in column B.  - Let Ss work in pairs to compare their answers before giving T the answers.  Have some Ss write their answers on the board.  - For a more able class, give Ss some sentences with a blank in each. Ask Ss to fill in each blank with a verb or noun learnt in this activity.  - Check and confirm the correct answers. | **- T\_Ss**  **\*Vocabulary**  **1.** destroy (v) Phá hủy  **2.** erupt (v) Phun trào  **3**. predict (v) Dự đoán  **4.** emergency kit Bộ dụng cụ dùng trong trường hợp khẩn cấp  **5**. property (n) Của cải, nhà cửa  **6.** rescue worker Nhân viên cứu hộ  **7.** victim (n) Nạn nhân  ***Key:***  **1**. destruction  **2**. eruption  **3**. warning  **4**. prediction  **5.** damage | | **3. PRACTICE ( 15’)** | | | **\* Objectives:**  **2. To present some words and phrases related to natural disasters**  **3.** **To give Ss further practice with words and phrases related to natural disasters.**  *\* Content:*Write a word or phrase under the correct picture. Do the filling with a word or phrase from the box.  *\* Expected outcomes:*Knowing how to use the words/phrases in context.Do exercises correctly.  *\* Organisation :* | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 2: **Write a word or phrase from the box under the correct picture.** | | | + Have Ss do this activity individually. Let them share their answers in pairs. Invite some Ss to give the answers and confirm the correct ones.  + Ask Ss to make sentences with some of the expressions they have learnt. Invite Ss to share their sentences. This activity can be carried out as a competitive game.  + Ask Ss to work in groups and make as many sentences as possible with the words and phrases. The group with the most sentences wins and will be asked to say their sentences aloud. | **- T\_Ss**  **- Work individually.**  **\*Answer key:**  **1**. whistle  **2**. property  **3.** emergency kit  **4**. victim  **5.** rescue worker | | ACTIVITY 3: **Fill in each blank with a word or phrase from the box.** | | | - Have Ss do this activity individually. Have Ss read all the sentences carefully to make sure they understand the sentences and fill in the blanks with the words and phrase in the box.  - Let them share their answers in pairs.  - Invite some Ss to give the answers and confirm the correct ones. | **- T\_ Ss**  - **Ss to work individually.**  ***\* Answer key:***  **1**. damage  **2**. warning  **3**. emergency kit  **4**. predict  **5**. property | | **4. PRONUNCIATION: ( 8’-10’)**  **Stress in words ending in *-al* and *- ous*** | | | **\* Objectives:**  **4 -** **To help Ss identify the stress in words ending in -aland -ous;**  **- To help Ss practise pronouncing these words with correct stress.**  **5.** **To help Ss stress the words ending in -al and -ous correctly and read the sentences including these words with correct stress.**  *\* Content:*Listen and repeat the words. Listen and repeat the sentences. Mark the stress…  *\* Expected outcomes:*Students repeats the words correctly  *\* Organisation :* | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 4: **Listen and repeat the words. Pay attention to the word stress.** | | | - Have some Ss read out the words first. Then play the recording for them to listen to and repeat the words they hear.  - Play the recording as many times as necessary.  - Explain to Ss that these words have stress on the first syllable. Tell Ss that the endings ***-al*** and ***-ous*** do not change the stress pattern of the original words. For example, the word music has the stress on the first syllable, and when we add **-al** to it, the stress is still on the first syllable.  + Ask Ss to work in pairs to practise saying the words.  - Invite some Ss to say the words aloud  *\* Teacher gives corrections and feedbacks to students’ pronunciation* | **- T\_ Ss.**  **- Work individually.**  **\* Key:** | | ACTIVITY **5. Listen and repeat the sentences. Mark the stress in the underlined words.** | | | + Have Ss quickly read the sentences. Play the recording for Ss to listen to the sentences. Ask them to pay attention to the underlined words and put stress on the correct syllable in each word  + Invite some Ss to share their answers. Confirm the correct ones.  + Play the recording again for Ss to repeat the sentences. Have Ss practise the sentences in pairs. Invite some pairs to read the sentences aloud.  **\* Teacher checks students’ answers and their pronunciation and gives feedback.** | **- T \_ Ss ; Ss**  **\* *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. WRAP-UP & HOME WORK (2’)**  + Ask one or two Ss to tell the class what they have learnt. Draw Ss' attention to the objectives on the board or show them the slide with the objectives.  - Tick the objectives that have been learnt.  - Ask Ss to summarise what they have learned in the lesson.  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Lesson 2: A CLOSER LOOK 2 .  ============================================== | |  |  |  | | --- | --- | | *Date of planning*: February 20th, 2025  *Date of teaching*: March 27th , 2025  WEEK: 24  Period: 71 | UNIT 9 : NATURAL DISASTERS  Lesson 3 : A CLOSER LOOK 2 |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following:**  **1. Knowledge:**  \* To teach the past continuous tense.  *+ Vocabulary:*The lexical items related to *Natural disasters.*  - Pronunciation: **Stress** in words ending in ***-al*** and ***- ous***  *+ Grammar:*Past continuous tense  \*\* Grammar: **How to use “The past continuous tense”**   |  |  | | --- | --- | | **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. Competence:**  **-** Students will be able to learn how to form and use the past continuous tense.  - Be co-operative 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:**  - Teacher: Grade 8 text book, projector ;  - Students : Text books, workbook…  - Computer connected to the Internet  - *Hoclieu.vn* .  **III. PROCEDURE:**   |  |  | | --- | --- | | 1. WARM UP & INTRODUCTION ( 3’- 5’) | | | \* Objectives:  *- To create an active atmosphere in the class before the lesson;*  *- To lead into the new lesson*.  *\* Content:* To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.  *\* Outcome*: Having a chance to speak English.  *\* Organisation :* Teacher’s instructions … | | | Teacher’s Student’s activities | Content | | + Greeting  + Say one sentence about yourself, using the past continuous, for example, *At 8 p.m. yesterday, I was watching TV. What were you doing at that time?*  + Invite some Ss to answer the question.  - Quickly write the sentence about yourself and some Ss'answers on the board. If Ss do not use the past continuous, still accept their answers.  + Underline the form of the past continuous in your sentence, then correct Ss' answers if they do not include the past continuous in their sentences.  + Tell them that today they are going to learn the past continuous. Lead into the lesson.  + Introduce the objectives of the lesson. Write the objectives in the top-left corner of the board | + Greeting  - T\_Ss.  + Students (Ss) listen and learn how to do the tasks.  Eg : I was watching TV at 8 pm yesterday. What were you doing?  *\** The past continuous tense  A. 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?  B.The use of the past continuous:  *……………………………………* | | 2. PRESENTATION/ NEW LESSON ( 12’- 15’) | | | \* Objectives: To help Ss practise the form of the past continuous.  \* *Content:* Introduce the grammar point of the lesson “ The past continuous tense”.  *\* Expected outcomes:* Students know how to use the target grammar.  *\* Organisation* : Teacher’s instructions.  REMEMBER: The past continuous tense  A. 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?  B.Use:  *+ We use the past continuous to describe:* - an action that was happening at a particular time in the past. *- một hành động đang xảy ra tại một thời điểm cụ thể trong quá khứ.*  Example: I was having dinner at 6 p.m. yesterday.  - Were you having dinner at 6 p.m. yesterday? - Yes, I was. - a past action that was happening when another action interrupted it.  *( Một hành động trong quá khứ đang xảy ra thì một hành động khác xen vào nó)* + We use the past simple for the action that interrupted it.  *(Chúng ta dùng thì quá khứ đơn cho hành động làm gián đoạn nó.)*  Example: When / While we were watching TV, we felt the earthquake.  What were they doing when they felt the earthquake?  - They were watching TV. Notes: + We can use when or while before the past continuous.  *( Chúng ta có thể sử dụng when hoặc while trước thì quá khứ tiếp diễn.)*  + We can only use when before the past simple.  *( Chúng ta chỉ có thể sử dụng when trước thì quá khứ đơn.)* | | | Teacher’s Student’s activities | Content | | ACTIVITY 1. Complete the sentences by putting the verbs in brackets into the past continuous. | | | \*\* Introduce the grammar point of the lesson “ *The past continuous tense”.*  - Ask Ss to do the exercise in pairs and then check their answers with another pair.  - Invite some Ss to share their answers. Confirm the correct answers. | - T\_Ss  \* *Answer key:*  1. were helping  2. was snowing  3. was working  4. were … doing, was watching  5. Were … crying | | EXTRA ACTIVITY  - Introduce to the class the concept of a timeline. Then using the timeline, illustrate the concept of present simple and past simple.  - Have Ss work individually to create their own timeline and illustrate the concept of past continuous.  - Have Ss find a partner and explain their timelines.  - Have one student or two come to the front of the class and draw their timeline(s) on the board and give explanation(s). | | | . 3. PRACTICE ( 15’) | | | \* Objectives:  2. To help Ss distinguish the past simple and the past continuous.  3. To give Ss further practice with the past continuous.  4.  To help Ss ask and answer the questions using the past continuous.  *\* Content:* Circle the correct answer; Use the given word and phrases write the sentences What each person was doing when the earthquake happened. Ask and answer the questions , using the pasr continuous.  *\* Expected outcomes;* Students understand how to use the target grammar. Practice doing exercises correctly.  *\* Organisation :* | | | Teacher’s Student’s activities | Content | | ACTIVITY 2: Circle the correct answer to complete each sentence. | | | + Have Ss do this exercise individually and then compare their answers with a partner.  + Ask some Ss to share their answers. Confirm the correct answers. | - T\_Ss ;  \* *Answer key:*  1. donated  2. were you doing, was sleeping  3. were camping, came  4. ran, moved  5. wasn’t reading, was watching. | | ACTIVITY 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. | | | + Ask Ss who they can see in the picture and what they are doing.  - Describe the situation to Ss and ask them to describe the actions of the people in the picture, using the past continuous and the words and phrases given in the box.  + Have Ss do this exercise individually and then compare their answers with another classmate's.  - Invite some Ss to write their answers on the board.  - Check the answers with the whole class. Confirm the correct answers. | - T\_ Ss  - Ss to work individually.  *\* 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. | | ACTIVITY 4: Form questions using the past continuous. Then in pairs, ask and answer the questions. | | | + Have Ss read the example carefully. Explain what they have to do.  - Ask Ss to work in pairs to do this activity. Have them make the questions and then practise asking and answering.  - Invite some pairs to ask and answer the questions in front of the class.  - Comment on their answers. Accept different answers provided that they are correct and logical. | - T\_ Ss.  - Work individually.  *\* 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. PRODUCTION/ FURTHER PRACTICE ( 8’) | | | \* Objectives:  5. To help Ss practice the past continuous with game.  *\* Content*: Take turns to say a sentence that describes what each person in the picture was doing  *\* Expected outcomes:* Students cam make  *\* Organisation :* | | | Teacher’s Student’s activities | Content | | ACTIVITY 5: GAME*. Memory challenge*  Work in groups. Take turns to say a sentence that describes what each person in the picture was doing. | | | + Divide Ss into groups. Assign a group leader to keep watch of the game  - Explain the rules 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 is doing.  - You score one point for every correct sentence.The student with the highest score in each group wins.  *\* Teacher gives corrections and feedbacks.* | \* Ss do the tasks  *\* 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. WRAP-UP & HOME WORK (2’)  - Ask Ss to summarise what they have learnt in the lesson. Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they have learnt.  \* HOME WORK:  - Remember the form and use of the past continuous.  - Do more exercises in workbook.  - Prepare new lesson: Lesson 4 : COMMUNICATION.  ============================================== | |   **=====================================**   |  |  | | --- | --- | | ***Date of planning***: February 26th, 2025  ***Date of teaching*:** March 3rd, 2025  **WEEK: 24**  **Period: 72** | **UNIT 9 : NATURAL DISASTERS**  **Lesson 4 : COMMUNICATION** |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following:**  **1. Knowledge:** - *Giving and responding to bad new.*  - Use the lexical items related to natural disasters.  - Practise giving and responding to bad news.  *+ Vocabulary:*The lexical items related to *Natural disasters.*  - Pronunciation: **Stress** in words ending in ***-al*** and ***- ous***  *+ Grammar:*Past continuous tense.  **2. Competence:**  **-** Students will be able to practice listening and reading skills .  - Develop communication skills and creativity.  - Be co-operative 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:**  - Teacher: Grade 8 text book, projector ; Unit 9, Getting started.  - Students : Text books, workbook…  - Computer connected to the Internet  - *Hoclieu.vn*  **III. PROCEDURE:**   |  |  |  |  | | --- | --- | --- | --- | | **1. WARM UP & INTRODUCTION ( 3’- 5’)** | | | | | **\* Objectives:**  *- To create an active atmosphere in the class before the lesson;*  *- To lead into the new lesson***.**  *\* Content:* To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson. Jumbled conversation  *\*Expected outcomes*: Having a chance to speak English. Students can arrange the sentence in the correct order to form a conversation.  *\* Organisation :* Teacher’s instructions … | | | | | **Teacher’s Student’s activities** | | **Content** | | | **+ Greeting**  **\* Ask and answer**  - 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.  - Ask Ss to look at COMMUNICATION on page 86. | | **+ Greeting . T\_Ss.**  **Ask and answer**  **+ Answering the questions:**    1. What do you see in the picture?  2. How do you feel?  **-** Open the book and write the tittle of the lesson. | | | **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | | | **EVERYDAY ENGLISH**  **Giving and responding to bad new**  **\* Objectives 1 + 2 :**  **1. To introduce ways of giving and responding to bad news;**  **To help Ss practise giving and responding to bad news.**  *\* Content:*Listen and read the dialogue. Pay attention to the highlighted sentences.  *\* Expected outcomes:*Ss know how to give and respond to bad news.  *\* Organisation* **:** Teacher’s instructions. | | | | | **Teacher’s Student’s activities** | | **Content** | | | ACTIVITY1 ; **Listen and read the dialogue below. Pay attention to the highlighted sentences.** | | | | | **\* Vocabulary:**  - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary, using pictures and translation.  - Teacher checks students’ understanding with the “***What and where?***” technique.  - Play the recording for Ss to listen to and read the conversation between Mark and Phong.  - Ask Ss to pay attention to the highlighted sentences.  - Tell them that these are two ways to give and respond to bad news.  - Have Ss practise the conversation in pairs.  - Call on some pairs to practise the conversation in front of the class | | **- T\_Ss**  **\* Vocabulary**  **1**. shake (v) Rung, lắc  **2**. fahrenheit (n) Độ F (đo nhiệt độ)  **3**. richter scale (n) Độ rích te (đo độ mạnh của động đất)  **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. | | | EXTRA ACTIVITY  - Have Ss close their books.  - Write on the board the four highlighted statements in 1 in the mixed order.  - Put Ss into pairs and have them order the sentences correctly. Note that different answer possibilities are possible.  - Read them over and discuss the meaning of the sentences.  - Explain to the class that the four sentences can be grouped into two categories. Ask the class to try grouping the four sentences into two categories.  - Explain that "A flood destroyed their house." and "It's also damaged all of their crops" are sentences giving bad news. But the sentences "I'm sorry to hear that." and "That's awful." are used to respond to bad news.  - Ask Ss to think about how they respond to bad news in their own language and make any comparisons that are possible with similar expressions in English. | | | | | ACTIVITY 2: **Work in pairs. Practise giving and responding to bad news in the following situations.** | | | | | - Ask Ss to work in pairs to read the given situations and make similar conversations, using the language they have learnt.  - Move around to observe and provide help. Call on some pairs to practise in front of the class.  - Comment on their performance.  **\*** Teacher listens to students’ pronunciation and gives feedback. | | **- T\_Ss**  **- Work in pairs**  ***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. | | | **3. PRACTICE ( 15’)** | | | | | **Knowledge of natural disasters**  **\* Objectives:**  **3. To help Ss identify the natural disasters described in the short texts.**  **4. To check Ss' knowledge of different natural disasters with a questionnaire.**  *\* Content****:*** Read the passages and decide which natural disaster each person is talking about ; Choose the correct answer to each questions  *\* Expected outcomes:* Ss know more about natural disasters.  *\* Organisation****:*** | | | | | ACTIVITY 3: **. Read the short passages below. Decide which natural disaster each person below is talking about.** | | | | | - Ask Ss to work in pairs to read the three short texts and decide what natural disaster each person is talking about. Have them prepare explanations for their answers.  - Elicit answers from Ss.  - Confirm the correct answers. | | **- T\_ Ss**  ***\* Answer key:***  **Nam**:landslide  **Ann**: tornado  **Tom**: earthquake | | | ACTIVITY 4: **Choose the correct answer to each question to see how much you know about natural disasters.** | | | | | - Tell Ss that they are going to answer a questionnaire to see how much they know about natural disasters.  - Have Ss read though the questionnaire quickly and explain any new words.  - Ask Ss to answer the questions individually. | | **- T\_ Ss. Ss-Ss**  ***\***  ***\* Answer key:***  **1**. A **2**. B  **3**. C **4**. B  **5**. C **6**. A | | | **4. PRODUCTION ( 8’)** | | | | | **Objectives:**  **5.** **To provide Ss with a chance to communicate with each other and confirm their knowledge of natural disasters.**  *\* Content:*: Work in pairs. Compare the answers.  *\* Expected outcomes:*Apply what they have learnt so far in this unit to check the answers.  *\* Organisation:* | | | | | **Teacher’s Student’s activities** | | **Content** | | | ACTIVITY 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?** | | | | | - Have Ss work in pairs to compare their answers. Ask them to note down the answers and then check them with the key on page **101**, Student's Book.  - Have Ss calculate the points each of them earns.  - Ask some Ss to report their answers and points to the class.  - If time allows, ask Ss what they know about the disasters in the questionnaire.  **\* T corrects any grammar and pronunciation mistakes if necessary.** | | **+ T- Ss ;**  **- Ss -Ss** | | | **5. WRAP-UP & HOME WORK (2’)**  - Ask Ss to summarise what they have learnt in the lesson. Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they have learnt.  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Lesson 5 : SKILLS\_1.  ============================================== | | | | | ***Date of planning***: February 8th, 2025  ***Date of teaching*:** March 4th , 2025  **WEEK: 25**  **Period: 73** | **UNIT 9 : NATURAL DISASTERS**  **Lesson 5 : SKILLS 1** | |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following:**  **1. Knowledge:**  - Use the lexical items related to natural disasters.  - Further understand about natural disasters through the two articles.  - Prepare a short piece of news about natural disasters.  *+ Vocabulary:*The lexical items related to *Natural disasters.*  - Pronunciation: **Stress** in words ending in ***-al*** and ***- ous***  - Giving and responding to bad new.  *+ Grammar:*Past continuous tense.  **2. Competence:**  **-** Students will be able to practice listening and reading skills .  - Develop communication skills and creativity.  - Be co-operative 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 : Skills\_1.  - Computer connected to the Internet  - Projector / TV  - *Hoclieu.vn*  **III. PROCEDURE:**   |  |  |  |  | | --- | --- | --- | --- | | **1. WARM UP & INTRODUCTION ( 3’- 5’)** | | | | | **\* Objectives:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson**.  *\* Content:* To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.  *\* Outcome*: Having a chance to speak English.  *\* Organisation :* Teacher’s instructions … | | | | | **Teacher’s Student’s activities** | | **Content** | | | **+ Greeting**  **\* BRAINSTORMING**  - 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 ticks their posters on the board.  - Teacher checks and gives comments.  - The group with most correct words is the winner.  - Share with Ss the lesson objectives.  - Write the objectives in a corner of the board and leave them there till the end of the lesson, or put them on a slide to show Ss. | | **+ Greeting ; T\_Ss , Ss – Ss**  **\* BRAINSTORMING**  **+ Words about natural diasters.**  *Typhoon, landslide, tornado, earthquake, storm, volcanic eruption, flood, drought ….*  **-** Open the book and write the tittle of the lesson. | | | **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | | | **A. READING**  **\* Pre-reading**  **\* Objectives:**  **- To activate Ss' knowledge of the topic of the reading text.**  *\* Content:*Learn some new words . Match the heading with the natural disasters.  *\* Outcome:*Knowing more new words. Focusing on the content of the text.  *\* Organisation* **:** Teacher’s instructions. | | | | | **Teacher’s Student’s activities** | | **Content** | | | ACTIVITY 1: **Match the headlines (1 – 2) with the natural disasters (A – B).** | | | | | **\* Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + Teacher introduces the vocabulary by:  - providing the pictures  - eliciting the definition of the words  + Teacher do the checking *“Matching”*  + Have Ss read the headlines and match them with the disasters. Elicit and confirm the correct answers.  - Tell Ss something about Tonga, which is a country in the south­western Pacific Ocean. It consists of about 170 islands.  Tell Ss that they are going to read two news articles about two natural disasters, i.e. a volcanic eruption and an earthquake. | | **- T\_Ss**  **\* Vocabulary:**  - ash (n) Tro  - Tsunami (n) Trận sóng thần  - tremble (v) Rung lắc  \****Answer key:***  **1**. B  **2**. A | | | **3. WHILE READING ( 15’)** | | | | | **\* Objectives:**  **2. To help Ss develop the skill of guessing the meaning of new words in context.**  **3. To help Ss develop the skill of reading for specific information (scanning).**  *\* Content:* Read the two news articles. Match the highlighted words with their meanings.  - Ask and answer the questions.  *\* Expected outcomes:* - Students understand about the content of the text.  **-** Students’ speaking.  *\* Organisation :* | | | | | **Teacher’s Student’s activities** | | **Content** | | | ACTIVITY 2: **Read the two news articles. Match the highlighted words with their meanings.** | | | | | - Tell Ss what they are going to do.  - Ask Ss how to do the exercise. Elicit answers from Ss.  If needed, tell them to follow these steps:  - Read the words in column 1.  - Locate each word in the text.  - Read around the word to get the general meaning.  - Read the meanings in column 2, find the suitable meaning to match with each word.  - Ask Ss to repeat the steps.  - Ask Ss to do the exercise individually and then check their answers in pairs.  - Invite some Ss to share their answers. Confirm the correct answers. | | **- T\_Ss**  **- Work individually.**  **Answer key:**  **1**. d  **2**. e  **3**. a  **4**. b  **5**. c | | | ACTIVITY 3: **Read the articles again and answer the questions.** | | | | | + Ask Ss what they are going to do.  - Have Ss share how to do this exercise.  - Briefly tell them the steps: read the questions, underline the keywords in each question, locate the keywords in the text, and find the information to answer the questions.  - Ask Ss to repeat the steps if necessary.  - Ask Ss to do the exercise individually and then check their answers in pairs.  - Invite some Ss to share their answers. Have them explain their answers. Confirm the correct answers.  ***\* Teacher’s observation and feedback.*** | | **- T\_ Ss**  - **Ss to work individually.**  ***\** 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. | | | EXTRA ACTIVITY  Have Ss summarise the first natural disaster by answering these questions:  *1. What kind of natural disaster was it?*  *2. When and where did it happen?*  *3. What caused it? What were its effects?* *How did people help the victims?*  + This activity helps lead Ss tothe speaking part. | | | | | **4 . SPEAKING**  **\* Objectives:**  **4. To help Ss generate ideas for talking about a natural disaster;**  **- To help Ss practise asking and answering about a natural disaster.**  **5. To give Ss a chance to share a short piece of news about a natural disaster.**  *\* Content:*: Do the matching; Work in groups . Prepare a short piece of news about natural disaster in **4**…  *\* Outcome:* Students can do the matching correctly and Prepare a short piece of news about natural disaster.  *\* Organisation :* | | | | | **Teacher’s Student’s activities** | | **Content** | | | ACTIVITY 4 *:***Work in pairs. Match the questions with the answers.** | | | | | - Tell Ss that they are going to work in pairs to match the questions with the answers and then practise asking and answering the questions.  - Set a time limit of 3 - 5 minutes for Ss to do the exercise.  - Move around to observe and offer help if needed.  - Invite some Ss to share their answers and confirm the correct answers.  - Invite some pairs to practise in front of the class. | | **- T\_ Ss. Ss- Ss**  **\* *Answer key:***  **1**. c  **2**. e  **3**. a  **4**. b  **5**. d | | | ACTIVITY 5: **Work in groups. Prepare a short piece of news about the natural disaster in 4 or one you know of. Report the news to the class.** | | | | | - Ask Ss to work in groups to prepare a short piece of news about the natural disaster in **4.**  - Have Ss read the news in the reading part again to imitate the way it is written. Then ask them to read the example. Tell them that they only need to organise the answers to the questions in **4** in a logical order to create a piece of news.  - For a more able class, encourage Ss to think about a natural disaster they know and prepare a piece of news about it.  - Move around to give support if needed.  - Invite some groups to report the news to the class.  - Ask other groups to listen and give comments.  - Comment on Ss' answers.  ***\* T asks the class to give feedback on their questions and answers, and pronunciation.*** | | **\* *Suggested speaking:***  ***Example:***  Five days of heavy rain caused a serious flood in a village in Phu Yen. The flood happened last week. … | | | EXTRA ACTIVITY  - Lead a class discussion about which Ss think is worse, an earthquake or a volcanic eruption.  - Accept any logical explanations and try to get the class to agree upon one of the two types of natural disasters. | | | | | **5. WRAP-UP & HOME WORK (2’)**  + Ask Ss to summarise what they have learnt in the lesson. Have them look at the objectives written on the board at the beginning of the lesson and tick the objectives they have learnt.  \* HOME WORK:  - Learn by heart all the words that they have just learnt.  - Do more exercises in workbook.  - Make a speech introducing a new shopping centre in your city.  - Prepare new lesson: Lesson 6 : A SKILLS \_2.    ============================================== | | | | | ***Date of planning***: March 1st , 2025  ***Date of teaching*:** March 7th, 2025  **WEEK: 25**  **Period: 74** | **UNIT 9 : NATURAL DISASTERS**  **Lesson 6 : SKILLS 2** | |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following:**  **1. Knowledge:**  - Use the lexical items related to the topic of the listening text.  - Develop the skills of listening for specific information.  - Write instructions about things to do before, during, and after a flood.  *+ Vocabulary:*The lexical items related to *Natural disasters.*  - Pronunciation: **Stress** in words ending in ***-al*** and ***- ous***  - Giving and responding to bad new.  *+ Grammar:*Past continuous tense.  **2. Competence:**  **-** Students will be able to practice listening and writing skills .  - Develop communication skills and creativity.  - Be co-operative 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 8, Skills\_2 .  - Computer connected to the Internet  - Projector / TV  - *Hoclieu.vn*  **III. PROCEDURE:**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION ( 3’- 5’)** | | | **\* Aims:**  *- To create an active atmosphere in the class before the lesson;*  *- To lead into the new lesson***.**  *\* Content:* To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.  *\* Outcome*: Having a chance to speak English. Ss can identify and name types of pressure that teen may face  *\* Organisation :* Teacher’s instructions … | | | **Teacher’s Student’s activities** | **Content** | | **+ Greeting**  **+ Ask and answer**  - Show the picture of a storm, ask Ss what people should do before, during, and after a storm.  - Elicit answers from Ss.  - Lead into the new lesson: *Listening and Writing* about what people should do before, during, and after a natural disaster.  - Introduce the objectives of the lesson. Write the objectives in the top-left corner of the board. | **+ Greeting ; T\_Ss.**  **+ Ask and answer**  + Students **(Ss)** listen and learn how to do the tasks.    **-** Open the book and write the tittle of the lesson. | | **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | **A. LISTENING**  **\* Pre-listening**  **\* Objectives :** **To prepare Ss for the listening text.**  *\* Content:*Look at the pictures and answer questions.  *\* Expected outcomes:*Students’ answers.  *\* Organisation* **:** Teacher’s instructions. | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 1: **Work in pairs. Look at the picture and answer the questions.** | | | **\* Vocabulary pre-teaching**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + Teacher introduces the vocabulary by:  - providing the pictures  - eliciting the definition of the words  + Teacher do the “Rub out and remember” checking technique.  + Show the picture of a storm , ask Ss what people should do before, during, and after storm . Elicit answers from Ss.  + Have Ss answer the questions in the Student's Book.  Elicit answers from Ss. This is an open activity, so accept all answers provided that they make sense.  Introduce some new words from the listening text if necessary. | **- T\_Ss**  **\* Vocabulary**  - authority (n) Chính quyền  - warn (v) Cảnh báo  - avoid (v) Tránh, tránh xa  **\* 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 | | **3. WHILE LISTENING ( 15’)** | | | **\*Objectives :**  **2. To help Ss develop the skill of listening for specific information.**  **3. To help Ss develop the skill of listening for specific information.**  *\* Contnt:* Listen and put activities in the correct column.; Listen again and tick T(true) of F(False)  *\* Expected outcomes:*Students can practice listening and understanding specific information about a storm  *\* Organisation :* | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 2: **Listen to a broadcast. Put the activities (1 – 6) in the correct column.** | | | - Tell Ss that they are going to listen to a broadcast in which instructions to prepare for a natural disaster are given.  - Have them read the activities (1 - 6) and try to guess which activities go into which column.  - Invite some Ss to share their answers and write them on the board.  - Have Ss read the activities again and underline the keywords.  - Play the recording and ask Ss to listen and put the activities in the correct column. Ss work in pairs to compare their answers.  - Ask for Ss' answers and compare them with the ones on the board.  - Confirm whether they are right or wrong, playing the recording again if necessary. | **- T\_Ss**  **\* *Answer key:***  +) Before a storm: 2, 6  +) During a storm: 3, 5  +) After a storm: 1,4 | | ACTIVITY 3: **Listen again and tick (√) T (True) or F (False) for each sentence.** | | | + Tell 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, have Ss read the statements and decide if they are true or false.  - Play the recording and ask Ss to listen again to check their answers. Ask Ss to work in pairs to compare their answers.  - Ask for Ss' answers. Confirm the correct ones.  ***\*\* T checks the answers as a class and gives feedback.*** | **- T\_ Ss**  ***Answer key:***  **1**. F  **2**. T  **3.** F  **4**. T | | **4 . WRITING**  **\*Objectives :**  **4. To help Ss brainstorm ideas and make an outline for their writing.**  **5. To help Ss practise writing instructions about things to do before, during, and after a flood.**  *\* Content*: Discussing what you should do before, during, and after a flood.  *\* Expected outcomes:*Know the advantages and disadvanand after a flood. Write instructions about things to do before, during,and after a flood.  *\* Organisation :* | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 4 : **Work in pairs. Discuss what you should do before, during, and after a flood. Write your ideas in the columns.** | | | - Have Ss work in pairs to discuss what they should do before, during, and after a flood and write their ideas in the columns.  - Have some Ss present their answers or write their answers on the board.  - Comment on their answers | **- T\_ Ss.**  ***\** Suggested answers:** | | ACTIVITY 5: **Write instructions (80 - 100 words) about things to do before, during, and after a flood.** | | | - Have Ss write their instructions individually based on their answers in 4.  - Ask one student to write his or her answer on the board. Other Ss and T comment on the writing.  - Collect some writing to correct at home. Otherwise, ask Ss to revise and rewrite at home based on the T's comments on their friends'writing.  - Have them bring their new text to class in the next lesson.  - Collect some for marking. Comment on their writing  ***Sample:***    ***\*\**** *T gives feedback on their writing in terms of spelling, grammatical mistakes, cohesion, and content.* | * **Sample writing:**   ***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. | | EXTRA ACTIVITY  + As either a homework assignment or a class project Ss go online to find an online shop that they like.  + Encourage them to explore the site and note the different features that it has.  + Have Ss find a partner and talk about the site that they have explored. | | | **5. WRAP-UP & HOME WORK (2’)**  - Ask Ss to say what skills they have developed in this lesson. Ask them about their progress and what they want to improve.  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Lesson 7 : LOOKING BACK.  ============================================== | |  |  |  | | --- | --- | | ***Date of planning***: March 3rd , 2025  ***Date of teaching*:** March 10th, 2025  **WEEK: 25**  **Period: 75** | **UNIT 9 : NATURAL DISASTERS**  **Lesson 7 : LOOKING BACK & PROJECT** |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following:**  **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.  - Ss use what they have learnt from the unit to help them answer the questions. Ss need to see how far they have progressed and in which areas they need further practice.  - Apply what they have learnt (vocabulary and grammar) into practice through a project.  *+ Vocabulary:*The lexical items related to *Natural disasters.*  - Pronunciation: **Stress** in words ending in ***-al*** and ***- ous***  - Giving and responding to bad new.  *+ Grammar:*Past continuous tense.  **2. Competence:**  **-** Students will be able to practice listening and reading skills .  - Develop communication skills and creativity.  - Be co-operative 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: Looking back & project .  - Computer connected to the Internet.  - Projector / TV.  - *Hoclieu.vn*  **III. PROCEDURE:**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION ( 3’- 5’)** | | | **\* Aims:**  ***- To create an active atmosphere in the class before the lesson;***  ***- To lead into the new lesson*.**  *\* Content:* To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson. *Have ss play the game “Kim’s game”*  *\* Outcome*: Having a chance to speak English.  *\* Organisation :* Teacher’s instructions …  \*\* Encourage Ss not to refer back to the unit. Ask them to keep a record of their answers to each exercise so that they can use that information to complete the self-assessment table at the end of the unit. | | | **Teacher’s Student’s activities** | **Content** | | **+ Greeting:**  - 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.  \*T leads in the lesson. | **+ Greeting T\_Ss. Ss - Ss**  **Answers:**    **\*** Open the book and write the tittle of the lesson. | | **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | **A. PRACTICE EXERCISES**  **VOCABULARY**  **\* Objectives 1 + 2 :**  **- To help Ss revise the vocabulary items they have learnt in the unit.**  **- To help Ss revise the vocabulary items they have learnt in the unit.**  *\* Content:*Write the name of a natural disaster in each blank. Do the filling.  *\* Expected outcomes:*Ss know how to use the words they have learnt in different contexts.  *\* Organisation* **:** Teacher’s instructions. | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 1**: Write the name of a natural disaster in each blank.** | | | + Have Ss do this activity individually, then compare their answers with their partners.  - Ask for Ss' answers or ask one student to write his / her answer on the board.  - Confirm the correct answers. | **- T\_Ss**  \****Answer key:***  **1.** flood  **2**. storm  **3**. earthquake  **4**. volcanic eruption  **5.** landslide | | ACTIVITY 2: **: Fill in each blank with the correct form of the word in brackets.** | | | + Have Ss complete the sentences using the correct form of the words given.  - Ask them to share their answers with a classmate.  - Invite some Ss to write their answers on the board.  - Confirm the correct answers. | **- T\_Ss**  **\* *Answer key:***   1. **1.** destruction 2. **2**. predictions 3. **3**. victims 4. **4.** warned 5. **5**. workers | | **B. GRAMMAR** | | | **\* Objectives:**  **3. To help Ss revise the differences between the past simple and past continuous.**  **4**. **To help Ss revise the past continuous by completing the sentences about them and their family members**  *\* Content****:*** Complete the sentences , using correct tense of the verbs in brackets: The past simple or past contiuous ; Com plete the sentences about you and your family members.  *\* Expected outcomes:*Ss can do the exercises correctly.  *\* Organisation* **:** Teacher’s instructions. | | | **Teacher’s Students’ activities** | **Content** | | ACTIVITY 3: **Put the verbs into the correct tense: the past simple or past continuous.** | | | + Have Ss do this exercise individually, then compare their answers with a partner.  + Call on some Ss to give the answers. Confirm the correct answers and write them on the board.  - Confirm the correct answers as a class. | **- T\_ Ss**  ***\*******Answer key:***  **1**. were … doing  **2.** destroyed  **3**. was watering; came  **4**. were calling; appeared  **5**. Were … listening | | ACTIVITY 4 : **Complete the sentences about you and your family members.** | | | - Have Ss do this exercise individually, then compare their sentences with a partner.  - Invite some Ss to write their sentences on the board.  - Comment on their answers. | **- T\_ Ss.**  **\* Suggested answers:**  *At 7 p.m. yesterday*, …  **1**. I was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  **2**. my grandmother / grandfather \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  **3**. my mother \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  **4**. my father \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  **5**. my sister / brother \_\_\_\_\_\_\_\_\_\_. | | **4. PRODUCTION/ PROJECT ( 8’)** | | | **YOUR DREAM SHOPPING PLACE**  **\* Objectives:**  **-** **To help Ss do a project on a natural disaster they want to learn more about.**  *\* Content:**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.*  *\* Expected outcomes:* **-** Students’ speaking  *\* Organization:* | | | **Teacher’s Student’s activities** | **Content** | | + Ask Ss to read the instructions. Make sure they understand what to do. Ask Ss to work in groups to do the project.  - Instruct Ss how to carry out this project. Ask them to try to search for information to answer the questions given and create a poster about the natural disaster they have chosen.  - If time is limited, assign the project in earlier lessons such as in GETTING STARTED lesson.  - Make sure you guide them carefully and check their progress after each lesson. In the last lesson (LOOKING BACK), ask Ss to present their poster to the class.  **\*\* T checks ss’ grammatical and spelling mistakes on their poster, listens to their presentation, and gives feedback.** | **\*** *T should assign the project in earlier lessons such as in GETTING STARTED lesson. Make sure you guide them carefully and check their progress after each lesson. In the last lesson (LOOKING BACK),* Ss to present their report to the class.  + Ss display all the posters on the wall or bulletin board ; Each group presents the poster they prepare to the whole class.  *\*\* Students’ posters & presentations* | | **5. WRAP-UP & HOME WORK (2’)**  \* Ask Ss to complete the self-assessment table.  - Identify any difficulties, weak areas, and provide further practice  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Unit REVIEW 3 (7,8,9).  ============================================== | | | |