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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: 5** |

**UNIT 4: NATURAL DISASTERS**

**Lesson 2.1: Vocab & Listening, pages 38 & 39**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

- learn and use vocab. related to disasters

- practice listening for specific information

- practice functional English – Working through tasks in groups

**1.2. Competences**

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

 **1.3. Attributes**

 - know how to keep safe in a disaster.

**2. Teaching aids and materials**

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

**- Students’ aids:** Student’s book, Workbook, Notebook.

**3. Assessment Evidence**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Match the bold words in the text with the pictures. - Use the new words to talk about things your family has or does during a bad storm.- Listen to two students talking about safety tips during disasters. Number the safety tips in the order you hear them - Listen again and fill in the blanks to know why you should follow these safety tips. - Listen to the conversation again and count how many times you hear the sentences or phrases. - In pairs: Which tip(s) did you know about? Which tip(s) would you tell your family about? | **-** Ss’ answers.- Ss’ answers.- Ss’ answers.- Ss’ answers.- Ss’ answers.-Ss’ answers. | - Observation.- Observation.- Observation. - Observation.- Observation.- Observation. |

**4. Procedures**

**A. Warm up: 5’**

a. Objective: to introduce the topic of the new lesson.

b. Content: Let’s talk!

c. Expected outcomes: Ss can talk about what they see in the picture.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Let’s talk! In pairs: Look at the picture. What disaster happened? What should people do in this kind of disaster?**- Ask Ss to work in pairs to talk about what happened in the picture and what people should do in this kind of disaster.- Pick some Ss to share their ideas.- Give feedback.  | - Talk with their partner about what happened in the picture and what people should do in this kind of disaster.- Share their ideas.  |

**B. New lesson (35’)**

**1. Vocabulary: 15’**

a. Objective: to help Ss know more vocabulary related to disasters.

b. Content: tasks a & b.

c. Expected outcome: Ss can use new words to talk about what they should do when there is a bad storm.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **Match the bold words in the text with the pictures. Listen and repeat.**- Ask Ss to read the sentences, underline the key words, guess the meaning of the words in bold, then match them with the pictures.- Get Ss to check with their partners.- Pick some Ss to give their answers.- Check their answers.- Ask Ss to listen and repeat chorally.- Pick some Ss to say the words and correct their pronunciation if necessary.- Check their memory by playing a game in pairs: Student A say the definition; Student B say the word (with books closed).**Task b. In pairs: Use the new words to talk about things your family has or does during a bad storm.**-Ask Ss to work in pairs to use the new words to talk about things your family has or does during a bad storm.- Pick some Ss to share their ideas.- Give feedback. | - Read the sentences, underline the key words, guess the meaning of the words in bold, then match them with the pictures.- Check with their partners.- Give their answers.***Answer Keys:****1. C – escape plan* *2. D – board up**3. A – emergency services* *4. G – fire extinguisher.**5. H – Stock up**6. F – batteries* *7. B – First aid kit* *8. E - Supplies*- Listen and repeat chorally.- Say the words individually.-Play the game in pairs.- Talk about things your family has or does during a bad storm, using new words.- Share their ideas.***Sample answer:****We stock up on batteries.* |

**2. Listening: 20 minutes**

a. Objective: to help Ss practice listening for specific information and know how to talk when working through tasks in groups.

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

c. Expected outcomes: Ss can listen and get the safety tips during a disaster; use functional English while working in groups.

d. Organization:

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **Listen to two students talking about safety tips during disasters. Number the safety** **tips in the order you hear them.**- Introduce the task, using DCR.- Ask Ss to listen and number the safety tips in the order you hear them.- Pick some students to give their answers.- Check their answers. | - Listen and number the safety tips in the order you hear them.- Check with their partner.- Give their answers.***Answer Keys:****A. 2 B. 1 C. 4 D. 3 E. 5* |
| **Task b:** **Now, listen again and fill in the blanks to know why you should follow these safety tips.***1. …because something could \_\_\_\_\_\_\_\_\_\_ on your head.**2. …because the \_\_\_\_\_\_\_\_\_\_ may move to people's houses.**3. …because it's \_\_\_\_\_\_\_\_\_\_ to be on high ground.**4. …because it could carry you \_\_\_\_\_\_\_\_\_\_.**5. …because strong \_\_\_\_\_\_\_\_\_\_ can break* *windows and doors.*- Ask Ss to guess the type of words in the gaps.- Pick some Ss to share their ideas.- Give feedback.- Ask Ss to listen and fill in the gaps.- Let Ss check with their partner.- Pick some students to give their answers.- Play the CD again and pause at the answers for Ss to check.- Confirm the answers. | - Share their ideas.***Answer keys:****1. verb 2. noun 3. adjective**4. adverb 5. noun*- Listen and fill in the gaps.- Check with their partner.- Give their answers.- Listen and check***Answer keys:****1. fall 2. Fire 3. Safer 4. Away 5. winds* |
| **Task c: . Read the Conversation Skill box. Then, listen and repeat.**- Ask Ss to read the Conversation Skill box and say the phrases that can be used when working through tasks in groups.- Check their answers.- Get Ss to listen and repeat. **Task d: Now, listen to the conversation again and count how many times you hear the sentences or phrases.** -Ask Ss to listen to the conversation again and count how many times you hear the sentences or phrases.-Pick some students to give their answers.-Check their answer. | -Read the Conversation Skill box and say the phrases that can be used when working through tasks in groups.***Answer keys:****What's next?**Next is (fires). What should we...?* -Listen and repeat.- Listen to the conversation again and count how many times you hear the sentences or phrases.- Give their answers.***Answer keys:****What's next? (3 times)**Next is (fires). What should we...? (3 times)* |
| **Task e: In pairs: Which tip(s) did you know about? Which tip(s) would you tell your family about?**- Ask Ss to work in pairs to answer the question: *Which tip(s) did you know about? Which tip(s) would you tell your family about?*- Pick some Ss to share their ideas.- Give feedback. | - Work in pairs, answering the question: *Which tip(s) did you know about? Which tip(s) would you tell your family about?*- Share their ideas. |

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

- Vocabulary: *escape plan, board up, emergency services, fire extinguisher, stock up, batteries, first aid kit, supplies.*

- Do exercises in workbook on page 22.

- Prepare the next lesson: Lesson 2.2 - Grammar, pages 39 & 40

- Do the exercises in Tiếng Anh 8 i-Learn Smart World notebook (pages 31 & 32).

**5. Reflection**

a. What I liked most about this lesson today:

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b. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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