

Week:
Period:

Date of planning:
Date of teaching:

UNIT 9: NATURAL DISASTERS

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. Personal qualities

- Develop awareness of *Natural disasters*.
- Be concerned to *Natural disasters*.

II. MATERIALS

- 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

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none">- Teacher show a picture about one disaster.- Teacher asks Ss to work individually and answer the questions.	Answering 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.



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

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary: <ul style="list-style-type: none"> - 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 “<i>What and where?</i>” technique. - Teacher observes and gives feedback. 	New words: <ol style="list-style-type: none"> 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

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Listen and read the dialogue below. Pay attention to the highlighted sentences. (6 mins)	
<ul style="list-style-type: none"> - 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. 	<p>Mark: Phong, why are you so sad? Phong: My grandparents called this morning. <u>A flood destroyed their house.</u> Mark: <u>I'm sorry to hear that.</u> Phong: <u>It also damaged all of their crops.</u> Mark: <u>That's awful.</u> I hope your grandparents are safe.</p>
Task 2. Work in pairs. Practise giving and responding to bad news in the following situations. (7 mins)	
<ul style="list-style-type: none"> - 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. 	<p>Situations:</p> <ul style="list-style-type: none"> – 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

<ul style="list-style-type: none"> - Teacher calls on some pairs to practise in front of the class. - Teacher comments on their performance. - Teacher observes and gives feedback. 	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

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Task 3. Read the short passages below. Decide which natural disaster each person below is talking about. (6 mins)	
<ul style="list-style-type: none"> - 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. 	<p>Answer key:</p> <p>Nam: landslide</p> <p>Ann: tornado</p> <p>Tom: earthquake</p>
Task 4. Choose the correct answer to each question to see how much you know about natural disasters. (6 mins)	
<ul style="list-style-type: none"> - Teacher tells Ss that they are going to answer a questionnaire to see how much they know about natural disasters. 	<p>Answer key:</p> <p>1. A</p> <p>2. B</p>

<ul style="list-style-type: none"> - Teacher has Ss read through the questionnaire quickly and explain any new words. - Teacher asks Ss to answer the questions individually. 	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)	
<ul style="list-style-type: none"> - 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