Week: Date of planning:

Period: 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**

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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