

Week :
Period:

Date of planning:
Date of teaching :

UNIT 9: NATURAL DISASTERS

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. Personal qualities

- Develop awareness of *Natural disasters*.
- Be concerned and know what to prepare when natural disasters happen.

II. MATERIALS

- 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

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
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- 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	New words: 1. authority (n) 2. warn (v)

vocabulary, using pictures and translation. - Teacher checks students' understanding with the " Matching " technique.	3. avoid (v)
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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

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Look at the picture and answer the questions. (4 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to work in pairs and look at the pictures carefully. - Ss look at the pictures and answer the two questions. <p>What can you see in the picture ? When do we need these things ?</p> <ul style="list-style-type: none"> - Teacher elicits the answers from Ss. - Teacher invites some Ss to answer in front of the class. 	<p>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.</p>
Task 2: Listen to a broadcast. Put the activities (1 – 6) in the correct column. (7 mins)	
<ul style="list-style-type: none"> - 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. 	<p>Answer key:</p> <ul style="list-style-type: none"> - Before a storm: 2,6 - During a storm: 3,5 - After a storm: 1,4

<ul style="list-style-type: none"> - 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. 	
Task 3. Listen again and tick T (True) or F (False) for each sentence. (7 mins)	
<ul style="list-style-type: none"> - 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. 	<p>Answer key:</p> <ol style="list-style-type: none"> 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

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)			
<ul style="list-style-type: none">- 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.	Before a flood	During a flood	After a flood
	<ul style="list-style-type: none">- Prepare an emergency kit.	<ul style="list-style-type: none">- Stay inside a safe and high place.	<ul style="list-style-type: none">- Avoid moving water.

Task 5: Write instructions (80 - 100 words) about things to do before, during, and after a flood. (10 mins)			
<ul style="list-style-type: none">- 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.	<i>Suggested answer:</i> Here are the things you should do before, during, and after a flood.		
	Before: <ul style="list-style-type: none">– Prepare an emergency kit with necessary things.– Build barriers to stop floodwater from entering the house.– Move to a higher place if necessary. During: <ul style="list-style-type: none">– Listen to the radio or television for warnings and information.– Be careful with flash flooding. After: <ul style="list-style-type: none">– 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.

