|  |  |
| --- | --- |
| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: 44** |

**UNIT 4: NATURAL DISASTERS**

**Lesson 3.1 – Reading & Writing, pages 42 & 43**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

- practice reading for main ideas and specific information

- learn how to write emergency announcements

**1.2. Competences**

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

**1.3. Attributes**

- know what to do before and during a natural disaster.

**2. Teaching aids and materials**

**- Teacher’s aids:** 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**

|  |  |  |
| --- | --- | --- |
| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - In pairs: talk about ways that governments can inform people about future disasters and what kind of information disaster announcements give.  - Read the emergency announcement and choose the best heading.  - Read and write short answers.  - In pairs: talk about tips you didn’t know before reading the emergency announcement and what people should or shouldn't do.  - Read about writing emergency announcements, then read the flood warning again. Circle and number the four parts of the announcement noted in the Writing Skill box.  - Number the sentences to match them with the parts of an emergency announcement. | **-** 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.

b. Content: Let’s talk.

c. Expected outcomes: Ss can talk about ways that governments can inform people about future disasters and what kind of information disaster announcements give.

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Let’s talk! In pairs: Look at the picture. What are some ways that governments can inform people about future disasters? What kind of information do disaster announcements give?**    - Ask Ss to work in pairs, look at the picture and answer the questions:  *1.What are some ways that governments can inform people about future disasters?*  *2.What kind of information do disaster announcements give?*  - Call some pairs to give their answers.  - Give feedback. | - Work in pairs, look at the picture and answer the questions.  -Share their ideas.  ***Answer Keys***  *1.on TV, radio, social network.*  *2.when, where, how to stay safe, how to contact for help.* |

**B. New lesson (35’)**

**1. Reading: 20’**

a. Objectives: to help Ss improve their reading skills.

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

c. Expected outcomes: Ss can read for specific details and have general idea about the text.

d. Organization

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Pre-reading:**  - Ask Ss to read the instruction and guess the heading.  - Pick some Ss to give their answers.  - Write their guesses on the board.  **Task a:** **Read the emergency announcement and choose the best heading.**  ***1. Flood warning from the National Weather Service***  ***2. Hello everyone from the city of Flagstaff. This is an emergency announcement to tell you some information about the floods and heavy rain.***  - Remind the Ss of the function of the heading: state the main idea of the announcement.  - Ask Ss to read the announcement and choose the best heading.  - Let Ss check the answer with their partners.  - Pick some Ss to give their answers.  - Check the answer.  **Vocabulary:**  *- warning (n) /ˈwɔːnɪŋ/ sự cảnh báo*  *- expect (v) /ɪkˈspekt/ cho rằng*  *- damage (n) /dæmɪdʒ/ sự hư hại*  *- instruction (n) /ɪnˈstrʌk.ʃən/ hướng dẫn*  - Ask Ss to read the text and underline the words above.  - Get Ss to try to guess their meanings in the context first.  - Explain the meanings of the words.  - Ask Ss to listen and repeat chorally and individually.  - Check Ss’ remembering.  **While-reading**  **Task b: Read and write short answers.**  - Use DCR to show the task. Ask Ss to read the questions carefully and underline the key words in each question.  - Get Ss to scan the text to find the key words.  *1. Where is the warning for?*  *2. When will the warning end?*  *3. What should people have ready to go?*  *4. Where should people stay?*  *5. Where can people learn more information?*  - Ask Ss to read the parts containing the key words carefully to find the answers to the questions.  - Set the time and monitor the class.  - Check Ss’ answers (using the DCR).  **Task c:** **Listen and read.**  - Play the CD and ask Ss to listen and read.  - Pick some Ss to read the passage and correct their pronunciation if necessary. | - Read the announcement and choose the best heading.  - Check the answer with their partners.  - Give their answers  ***Answer Keys:***  *1. Flood warning from the National Weather Service*  - Read the text and underline the words.  - Try to guess their meanings in the context.  - Listen to the teacher and take notes the meanings of those words.  - Listen and repeat chorally and individually.  - Answer the teacher.  - Read the questions carefully and underline the key words in each question.  ***Answer keys:***  *1. Where is the warning for?*  *2. When will the warning end?*  *3. What should people have ready to go?*  *4. Where should people stay?*  *5. Where can people learn more information?*  - Read and answer the questions***.***  ***Answer Keys:***  *1. Flagstaff City*  *2. on July 12th at 8:00 a.m.*  *3. emergency items*  *4. in the highest part of their homes*  *5. from local TV or the radio*  -Listen and read. |
| **Post – reading**  **Task d: In pairs: What tips didn't you know before reading the emergency announcement?**  **What else should or shouldn't people do?**  - Ask Ss to work in pairs, answering the questions.  - Monitor the class and help them if necessary.  - Pick some Ss to share their ideas. | - Work in pairs to answer the questions.  - Share their ideas.  ***Sample answer:***  *I didn't know that you should board up your lower windows.*  *I think you should also make sure your phone is fully charged.* |

**2. Writing: 15’**

a. Objective: to help Ss know the structure of an emergency announcement and what to write in each part.

b. Content: tasks a and b.

c. Expected outcomes: Ss can order sentences to make a complete emergency announcement.

d. Organization

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **Read about writing emergency announcements, then read the flood warning again. Circle and number (1–4) the four parts of the announcement noted in the Writing Skill box.**  - Ask Ss to read about writing emergency announcements and answer the questions below in pairs:  *a) How many parts are there in an emergency announcement?*  *b) What is the function of each part?*  - Pick some Ss to give their answers.  **Writing skill**  ***Writing emergency announcements***  *A good emergency announcement should include four main parts:*  *1.* ***Heading*** *– Note the emergency type, who is sending the announcement, and when.*  *2.* ***What/Where/When notes*** *– Keep these short and simple.*  *3.* ***Summary*** *– Briefly note the cause and main dangers.*  *4.* ***Instructions*** *– Note what people should do as point form notes.*  - Check the answer.  - Ask Ss to read the flood warning again.  Circle and number (1–4) the four parts of the announcement noted in the Writing Skill box.  - Let Ss check with their partners.  - Pick some Ss to give their answers.  - Check the answer.  **Task b: Number the sentences (1–4) to match them with the parts of an emergency announcement. Use the Reading and Writing Skill box to help you.**  *A. We expect damage to buildings and houses along West Beach.*  *B. What: Tsunami, Where: Baytown City, When: 07:37 May 3 to 09:30 May 3*  *C. The wave could be as high as four meters when it hits West Beach.*  *D. Tsunami warning from the Pacific Ocean Service, Sent: 06:31 May 3*  *E. Move to higher ground far from the sea immediately.*  *F. A large undersea earthquake started a tsunami.*  - Ask Ss to number the sentences (1–4).  - Set the time and go around to help.  - Let Ss check with their partners.  - Pick some Ss to write their answers on the board.  - Check the answers. | - Read about writing emergency announcements and answer the questions in pairs.  - Give their answers  ***Answer Keys:***  *a)Heading, What/Where/When notes, Summary, Instructions.*  *b)*  *1.* ***Heading*** *– Note the emergency type, who is sending the announcement, and when.*  *2.* ***What/Where/When notes*** *– Keep these short and simple.*  *3.* ***Summary*** *– Briefly note the cause and main dangers.*  *4.* ***Instructions*** *– Note what people should do as point form notes.*  - Read the flood warning again. Circle and number (1–4) the four parts of the announcement noted in the Writing Skill box. - - Check with their partners.  - Give their answers.  ***Answer keys:***    - Unscramble the sentences and then number them (1–5).  - Check with their partners.  - Write their answers on the board.  ***Answer keys:***  *A. We expect damage to buildings and houses*  *along West Beach.* ***3***  *B. What: Tsunami, Where: Baytown City,* ***2***  *When: 07:37 May 3 to 09:30 May 3*  *C. The wave could be as high as four meters*  *when it hits West Beach.* ***3***  *D. Tsunami warning from the Pacific Ocean* ***1***  *Service, Sent: 06:31 May 3*  *E. Move to high ground far from the sea immediately.* ***4***  *F. A large undersea earthquake started a tsunami.* ***3*** |

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

**-** Vocabulary: *warning, expect, damage, instruction*

- Do exercises in workbook on page 24.

- Prepare the next lesson: Lesson 3.2 – Speaking & Writing, page 43.

- Do the exercises in Tiếng Anh 8 i-Learn Smart World notebook (page 34).

**V. REFLECTION**

a. What I liked most about this lesson today:

…………………………………………………………………………………………

b. What I learned from this lesson today:

…………………………………………………………………………………………

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

…………………………………………………………………………………………