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| **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**

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| **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.

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| **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

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| **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

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| **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:

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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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