

GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

Teaching date:

Period: 69

UNIT 9: NATURAL DISASTERS

Lesson 1: Getting started

I./ Objectives

1. Knowledge: By the end of the lesson, ss will be able to:

- listen and read the dialogue about the typhoon in Nam Dinh province for details and then do some related exercises.
- use lexical items related to natural disasters
- respond to good

2. Qualities:

Skills: Speaking, listening, reading, writing.

Attitude: - Positive about natural disasters.

- Students know how to learn English in right way.

3. Competence: Communication, self-learning capability, creative capacity, ability to use of language.....

II./PREPARATION:

1.Teacher: book, planning, picture, laptop, projector

2.Students: books, notebooks

III./ TEACHING METHODS: Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

IV./ Procedure

Ss and T's activities	Content										
ACTIVITY 1: WARM-UP (5')											
AIMS: -To attract Ss's attention to the lesson -To lead into the new lesson CONTENTS: Vocabulary about natural disasters PRODUCTS: Sts' attention on the topic ORGANIZATION: Matching * Activity 2a P27 a First, have Ss work independently. Then allow them to share answers before playing the recording for them to check. Play the recording for Ss to repeat the	Key: <table><tr><th>Responding to good news</th><th>Responding to bad news</th></tr><tr><td>Wow!</td><td>Oh dear!</td></tr><tr><td>That's great!</td><td>That's awful!</td></tr><tr><td>That's a relief!</td><td>How terrible!</td></tr><tr><td>How wonderful!</td><td>Oh no!</td></tr></table>	Responding to good news	Responding to bad news	Wow!	Oh dear!	That's great!	That's awful!	That's a relief!	How terrible!	How wonderful!	Oh no!
Responding to good news	Responding to bad news										
Wow!	Oh dear!										
That's great!	That's awful!										
That's a relief!	How terrible!										
How wonderful!	Oh no!										

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phrases. Remind Ss to pay attention to their intonation as they practice.	That's awesome!	That's shocking!									
ACTIVITY 2 : KNOWLEDGE FORMATION (20')											
AIMS: Help students listen, read and do some exercises about the conversation CONTENTS : - Listen to the conversation - learn new words about natural disaster PRODUCTS: - sts' knowledge of natural disasters - words and structures ORGANIZATION: <u>2. Getting- started (10')</u> <u>2.1. Vocabulary</u> - Teacher use different techniques to teach vocabulary (situation, realia) - Follow the seven steps of teaching vocabulary * Checking vocab: Matching (Activity 3 P27) ? Work in pairs to match the words/phrases to the pictures. ? Then share answers with another. ? Listen and check. Then repeat the words/phrases. <u>2.2. Listen and read</u> * Introduction: Write the unit title on the board 'Natural Disasters'. ? Answer the questions about natural disasters that have happened where you live or anywhere else in the world that you know of. ? <i>What was the natural disaster?</i> ? <i>When did it happen?</i> ? <i>Was there any damage to people or property?</i> * Set the scenes: ? Look at the picture.	- typhoon (n): bão nhiệt đới - tsunami (n): sóng thần - volcanic (n): núi lửa - tornado (n): lốc xoáy - mudslide (n): lũ bùn - drought (n): hạn hán - flood (n): lũ lụt - severe (adj) khốc liệt /si'vi:r/) - property (n): tài sản, của cải - debris (n): vôi gạch đổ nát - Repeat in chorus and individually - Copy all the words <table> <tr> <td>1. C</td><td>2. D</td><td>3. F</td><td>4. B</td></tr> <tr> <td>5. G</td><td>6. A</td><td>7. H</td><td>8. E</td></tr> </table> 'Natural Disasters' - Answer the questions individually.			1. C	2. D	3. F	4. B	5. G	6. A	7. H	8. E
1. C	2. D	3. F	4. B								
5. G	6. A	7. H	8. E								

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- Ask Ss questions about the picture: E.g. ? <i>Where are Duong and Nick?</i> ? <i>What are they talking about?</i> ? <i>Which natural disasters can we see in the speech bubbles?</i>	- They are at school. - They are talking about Natural Disasters. - They are tornado, flood and earthquake.
ACTIVITY 3: PRACTICE (15')	
AIMS: help Ss widen their knowledge of natural disasters and vocab CONTENTS : Exercises p27 PRODUCTS: Keys to Exercises p27 ORGANIZATION: <u>Doing (20')</u> 3.1. Gap fill (1a P27) ? Read each sentence and locate the information in the conversation, then choose suitable words/phrases to fill each blank. ? Work independently. - Then allow them to share answers before discussing as a class. 3.2. Responding to the news (1b P27) - T models - Focus on intonation, stressing the first syllable of 'terrible'. ? Do the same with other Ss around the class. ? Refer back to the conversation to find the other phrases. ? Practice saying the phrases with correct intonation. (Play the recording again as a model if necessary). 3.3. Matching 2b P27) ? Work independently then share the answers before T gives comments. - Point out that some of the response could fit more than one statement.	Key: 1. tropical 3. damage 5. medical supplies accommodation 2. injured 4. trapped 6. temporary T: My cat died. S: That's terrible! Key: 1. Oh no! 2. That's relief 3. That's awful! Key: 1.b 2.d 3. f 4. c 5. a 6. E

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Ask Ss which of these natural disasters can happen in Viet Nam. Then model this activity with a more able student. Next ask Ss to work in pairs. Go around to provide help. Call on some pairs to practice in front of the class.	E.g: A: Which are the most common natural disasters in Thanh Hoa? B: Typhoons and floods. A: How often do they happen there? B: typhoons happen there about three or four times a year, and floods about twice a year.
ACTIVITY 4: PRODUCTION (5')	
AIMS: Review the lesson CONTENTS : New words and structures Natural disasters in your area PRODUCTS: Vocabulary of natural disaster and social knowledge about natural disasters ORGANIZATION: <u>Further practice (3')</u> ? Sum up the main content of the lesson. <u>Production(2')</u> <u>Homework:</u> ? Learn by heart all the new words. ? Do Ex B2,3 P20 (Workbook) ? Prepare: Closer Look 1 - Collect pictures, songs, clips talking about natural disasters.	- Answer individually - Take note

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Teaching date:.....

Period: 70

UNIT 9: NATURAL DISASTERS

Lesson 2: A closer look 1

I./. Objectives

1. Knowledge: By the end of the lesson, ss will be able to:

- learn more words about natural disasters
- remember the rules of stress in words ending in -logy and -graphy

2. Qualities:

Skills: Speaking, listening, writing.

Attitude: - Positive about natural disasters.

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- Students know how to learn English in right way.

3. Competence: Communication, self-learning capability, creative capacity, ability to use of language.....

II./PREPARATION:

1.Teacher: book, planning, picture, laptop, projector

2.Students: books, notebooks

III./. TEACHING METHODS: Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

IV./. Procedure

Ss and T's activities	Content	
ACTIVITY 1: WARM-UP (5')		
AIMS: help sts change the state from relaxation to concentration CONTENTS : Natural disaster in your area PRODUCTS: Science vocabulary ORGANIZATION: Matching - Give out the posters ? Match a word with its meaning - Teacher monitors and gets feedback.		
	A	B
	1. ecology 2. biology 3. photography 4. apology 5. biography 6. psychology 7. sociology 8. zoology 9. bibliography 10. demography 11. astrology 12. climatology	a. lời xin lỗi b. khí hậu học c. sinh thái học d. tâm lí học e. động vật học f. thiên văn học g. sinh vật học h. thuật chụp ảnh i. nhân khẩu học j. thư mục k. khí hậu học l. tiểu sử
ACTIVITY 2 : KNOWLEDGE FORMATION (20')		

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AIMS: teach new words CONTENTS : Vocabulary of A closer Look 1 Word form PRODUCTS: Key to Task 2,3,4 TB P28 ORGANIZATION <u>Vocabulary</u> 2. 1. Vocabulary - Teacher use different techniques to teach vocabulary (situation, realia) - Follow the seven steps of teaching vocabulary * Checking vocab: Ordering 2.2. Gap fill (Activity 1 P28) - Write the first verb erupt on the board and elicits the past tense from Ss, writing erupted on the board. ? Do the same with all the verbs. ? Work independently to do the activity. - Play the recording for Ss to repeat the sentences. 2.3. Matching (2 P28) Match the verbs in A to the nouns in B. ? Listen and check then repeat. 2.4. Complete the sentences (3P28) ? Use the phrases in 2 in the correct form to complete the sentences	- erupt(v):phun - rage(v):diễn ra ác liệt - bury(v):chôn vùi, chôn - shake(v):rung - collapse(v):sụp, sụp đổ - strike(v):đánh, đập - evacuate(v):sơ tán - Repeat in chorus and individually - Copy all the words - erupt - erupted Key: 1. struck2. erupted3. shook 4. buried5. raged6. collapsed <table><tr><td>1. e</td><td>2. b</td><td>3. a</td><td>4. d</td><td>5. c</td></tr></table>	1. e	2. b	3. a	4. d	5. c			
1. e	2. b	3. a	4. d	5. c					
	Key: 1. provide shelter 2. put out the forest fire 3. evacuated the village 4. scattered debris 5. take aid								
ACTIVITY 3: PRACTICE (15')									
AIMS: Help sts know the meaning and how to read different word forms CONTENTS : Rules of Stress in words ending in -logy and –graphy PRODUCTS:	<table><tr><td>-logy</td><td>-graphy</td></tr><tr><td>ecology</td><td>photography</td></tr><tr><td>biology</td><td>biography</td></tr><tr><td>apology</td><td>geography</td></tr></table>	-logy	-graphy	ecology	photography	biology	biography	apology	geography
-logy	-graphy								
ecology	photography								
biology	biography								
apology	geography								

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? Prepare: Closer Look 2 - Collect pictures, songs, clips talking about natural disasters.	
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UNIT 9: NATURAL DISASTER

Lesson 3: A closer look 2

I./. Objectives

1. Knowledge: By the end of the lesson, ss will be able to:

- Review the use of the passive voice
- Learn about the past perfect and practice doing some exercises using these two structures

2. Qualities:

Skills: Use of English.

Attitude: - Positive about natural disasters.

- Students know how to learn English in right way.

3. Competence: Communication, self-learning capability, creative capacity, ability to use of language.....

II./.PREPARATION:

1.Teacher: book, planning, picture, laptop, projector

2.Students: books, notebooks

III./. TEACHING METHODS: Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

IV./. Procedure

Ss and T's activities	Content
ACTIVITY 1: WARM-UP (5')	
AIMS: Review Passive Voice CONTENTS : Present Simple, Past Simple, Simple Future in Passive Voice PRODUCTS: Sts can recall the knowledge the have learnt before. ORGANIZATION:	

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Review passive voice ? Study REMEMBER! ? How do we form the passive voice? ? Which kind of verb can be used in the passive? ? Work in three groups to write the forms of the passive voice in past simple, present simple and future tense.	- We form the passive voice with the verb to be in the appropriate tense and form and the past participle of the main verb. - Only verbs which can take an object can be used in the passive. 1. Past simple: S + was/were + PP.... 2. Present simple: S + is/am/are + PP.... 3. Future: S + will be + PP.... is/am/are + going to be + PP....
ACTIVITY 2 : KNOWLEDGE FORMATION (20')	
AIMS: Help sts know deeply how and when to use the passive voice CONTENTS : Passive Voice in Present Simple, Past Simple, Simple Future PRODUCTS: Sts' understanding ORGANIZATION: <u>Grammar 1. The passive voice</u> <u>2.1. Activity 1 P29</u> ? Read the conversation in GETTING STARTED. ? Underline any sentences in the passive voice that you can find. <u>2.2. Ss and T's activities 2 P29</u> ? Work independently. - Then, ask them to share their answers with one or more partners. ? Say the answers aloud.	Key: <u>Was anyone injured?</u> Only a few minor injuries <u>were reported</u>. It seems many houses and public buildings <u>were destroyed</u> or <u>flooded</u>, and thousands of people <u>were left</u> homeless. They've sent rescue workers to free people who <u>were trapped</u> in flooded homes. Medical supplies, food and rescue equipment <u>have also been sent</u>. They've <u>been taken</u> to a safe where temporary accommodation <u>will be provided</u> for them. Key: 1. Was scattered 2. Are built 3. Were taken 4. will be predicted 5. Will be delivered/are going to be delivered

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- Confirm the correct answers. 2.3. Activity 3 P29 - Invite two Ss to write the sentences on the board while other Ss write the sentences in their notebooks. ? Model the first sentence for Ss. - Have Ss write the next two sentences and correct them carefully. The rest can be done as homework.	Key: 1. Food and blankets have been given out to homeless people (by volunteers). 2. Ten people trapped in collapsed buildings have been freed (by the rescue workers) so far. 3. Was the whole village destroyed (by the storm)? 4. If the area is hit by the storm, a lot of damage will be caused. 5. A garden party is going to be organized for raise money for the victims of the flood.
ACTIVITY 3: PRACTICE (15')	
AIMS: Help sts know deeply how and when to use Past Perfect Tense CONTENTS : Formula and usage PRODUCTS: Sts' understanding ORGANIZATION: <u>Grammar 2: The past perfect (15")</u> 3.1. Activity 4 P29 ? Read part of the conversation from GETTING STARTED. ? Paying attention to the underlined part. ? Refer to the yellow box, explaining the form of the past perfect tense and going through the examples. ? When do we use the past perfect? ? Can you think of any rules? ? Read the example in 4b P29	- We use the past perfect to describe: + an action before a stated time in the past + an action that happened before another action in the past (+) Positive Subject + had + past participle Example: I had left when they came. (-) Negative Subject + had not/hadn't + past participle Example: I hadn't left when they came. (?) Questions: had + subject + past participle had + subject + not + past participle

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3.2. Activity 5 P30 ? Work independently. - Then, ask them to share their answers with one or more partners. Ask some Ss to say their answers aloud. T gives comments, and makes any correction if available. 3.3. Activity 6 P30 ? Work in pairs. Ask and answer the following questions about you. - T may go around to provide help. Call some pairs to practice in front of the class. 3.4. Activity 7 P30 - Model the game with the whole class first. Divide the whole class into two team (e.g. left side and right side). ? Take turns in giving reasons why they were pleased/ upset/happy/angry, etc. Count the correct sentences to find the winning team	hadn't + subject + past participle <i>Example:</i> Had you left when they came? Had you not left when they came? Hadn't you left when they came? - Short answers to Yes/No questions: (+) Yes, subject + had. (-) No, subject + hadn't <i>Example:</i> Had you left when they came? Yes, I had. / No, I hadn't. Key: 1. had left, erupted 2. arrived, had stopped 3. had spent, arrived 4. got, hadn't taken 5. found, had bought E.g: A: What had you learned to do by the time you started primary school? B: By the time you started primary school, I had learned how to ride a bike. E.g: On my birthday, I was very pleased because I had received a nice present.
ACTIVITY 4: PRODUCTION (5')	
AIMS: Review and Further Practices CONTENTS : Some sample sentences PRODUCTS:	- Answer individually - Take note

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Sts can change a sentence from active to passive Sts can make a sentence in Past Perfect tense ORGANIZATION: <u>Further practice (2')</u> ? Recall the uses of the past perfect tense <u>Homework:</u> ? Learn by heart all the new words and structures. ? Do Ex B3,4,5 P20 (Workbook) ? Prepare: Communication - Collect pictures, songs, clips talking about natural disasters.	
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Teaching date:

Period: 72

UNIT 9: NATURAL DISASTERS

Lesson 4: Communication

I./. Objectives

1. Knowledge: By the end of the lesson, Ss will be able to:

- Use the lexical items related to the topic 'Natural disasters' to express their own ideas about natural disasters by answering 2 questions then compare with their partners.

2. Qualities

Skills: Speaking, listening, reading, writing.

Attitude: - Positive about natural disasters.

- Students know how to learn English in right way.

3. Competence: Communication, self-learning capability, creative capacity, ability to use of language.....

II./. PREPARATION:

1. Teacher: book, planning, picture, laptop, projector

2. Students: books, notebooks

III./. TEACHING METHODS: Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

IV./. Procedure

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Ss and T's activities	Content
ACTIVITY 1: WARM-UP (5')	
AIMS: -To attract Ss's attention to the lesson -To lead into the new lesson CONTENTS: Vocabulary about ways of learning languages PRODUCTS: Sts' attention on the topic ORGANIZATION: Chatting - T gives the question: <i>Can we prevent natural disasters with the help of modern technology?</i> - Ask ss to discuss the questions in groups of 6 ss - Call on some representatives from some groups to represent their ideas - Introduce the new lesson	- Answer the questions
ACTIVITY 2 : KNOWLEDGE FORMATION (20')	
AIMS: - help sts learn more words about natural disasters CONTENTS: Vocabulary about natural disasters PRODUCTS: Vocabulary Concepts of disasters ORGANIZATION * Teaching vocabulary(5') - Teacher use different techniques to teach vocabulary (situation, realia) - Follow the seven steps of teaching vocabulary * Checking vocab: Slap the board	-deal(v): đối phó -view(n): quan điểm -tsunami(n): sóng thần -strike(v): tấn công -victim(n): nạn nhân -charge(n) : nhiệm vụ , bổn phận
ACTIVITY 3: PRACTICE (15')	
AIMS: -practice the main topic CONTENTS: Discussion on natural disasters and ways of preventing them PRODUCTS:	

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Sts' own opinion on the topic Vocabulary about disasters Key to Communication ORGANIZATION: <u>Communication 1</u> 2.1.Listen to a radio programme on 4teen news. Then fill in the gaps with the words you hear. (12') - Use the pictures to set the scene - Have ss read the interview and guess what the missing word for each gap in the interview - Collect ss' ideas -Ask ss to listen to the recording and fill in the missing words - Play the recording twice - Ask ss to compare with their partners - Get feedback - Play once to check the answers <u>Communication 2</u> 3.2.Read the listeners' views on natural disasters again and decide who you agree with and who you disagree with (5') - Ask ss to decide whose opinions they agree and who they disagree with. - Ask ss to make notes of the reasons for their decision 3.3. Answer the two questions . Express your own views and write them down below(8') - Have ss make notes of their answers to the two questions in the interview - Remind ss that it doesn't matter what their answers are and that is more important that they justify their answers 3.4. Work in pairs. Now compare your view with a partner. Do you share the same views?(5') - Ask ss to work in pair to share their answers with a partner - Encourage each pair to negotiate for the same views. - Have some ss report on their answers	-Listen to the recording and fill in the missing words first then share compare Key : 1. flooded 2. warming 3.used 4. unprepared 5.reminding - Read the listeners' view and decide whose opinions you agree and who you disagree with - Work individually to make notes of their answers to the two questions in the interview - Work in pairs -Report on their answers
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ACTIVITY 4: PRODUCTION (5')	
AIMS: Review CONTENTS : Natural disasters all over the world and in your area PRODUCTS:Facts ORGANIZATION: <u>Further practice (3')</u> - Summarize the lesson <u>Homework:</u> -Guide ss how to Ex B4,5 P 20 - Collect pictures, songs, clips talking about natural disasters.	Take note

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Teaching date:

Period:73

UNIT 9: NATURAL DISASTERS

Lesson 5: Skills 1

I./. Objectives

1. Knowledge: By the end of the lesson, Ss will be able to:

- Read for specific information about natural disasters in a news report
- Talk about natural disaster and what to do when it happens

2. Qualities:

Skills: Speaking, reading.

Attitude: - Positive about natural disasters.

- Students know how to learn English in right way.

3. Competence: Communication, self-learning capability, creative capacity, ability to use of language.....

II./.PREPARATION:

1.Teacher: book, planning, picture, laptop, projector

2.Students: books, notebooks

III./. TEACHING METHODS: Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

IV./. Procedure

Ss and T's activities	Content
ACTIVITY 1: WARM-UP (5')	
AIMS: Review vocab about natural disasters CONTENTS : Natural disasters and how to prepare for them.	

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PRODUCTS: Sts can recall the knowledge the have learnt before. ORGANIZATION Chatting - Ask ss to close the book and answer the question ? What can we do to prepare for a natural disaster? - Introduce the new lesson	- Answer the question
ACTIVITY 2 : KNOWLEDGE FORMATION (20')	
AIMS: Help sts promote reading skill CONTENTS : Questions and answers about the 2 pictures in the textbook PRODUCTS: Sts can answer the questions ORGANIZATION: <u>Reading- 15'</u> Pre-reading 2.1. Read an article about how to prepare for a natural disaster. Look at the words in the box then find them in the text and underline them. What do they mean? - T asks ss to scan the passage and find out where the words : wreak havoc, essential, destructive, guideline, emergency are in the passage then asks if ss know the meaning of these words. If they don't, T may help ss work out the meaning of these words from the context While-reading 2.2. Read the article again then answer the questions - Work individually then compare their answers with a classmate before giving the answers	-essential(adj): cần thiết - wreak havoc(v):hủy hoại -destructive(adj): có tính tàn phá -guideline(n): đường hướng - emergency(n): tình trạng khẩn cấp -kit(n): đồ đạc -evacuation(n): sự sơ tán -ash(n): tro -lava(n): dung nham - Work individually then compare with partner Key:

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- Ask some ss to write the answers on the board then confirm the correct answers	1. Because they can wreak havoc across large areas and cause loss of life or damage to property 2. Learn about the risks in your area and read the information about natural disasters on local government sites 3. Enter all the emergency contact numbers in your mobile phone so you can call rescue and emergency workers if necessary 4. Your emergency supply kit should include food, water, medications, personal hygiene items, copies of personal documents and some money 5. We need to know the evacuation routes and shelters
ACTIVITY 3: PRACTICE (15')	
AIMS: Help sts promote reading and speaking skill CONTENTS : Reading comprehension, discussion PRODUCTS: Sts can underline the key words and work individually ORGANIZATION: <u>Post-reading</u> <u>Speaking</u> <i>3.3a. Read the news reports then match each one to the correct pictures</i> - Have ss read the news report then match the news report to the correct pictures - Ask some ss to read out their answers before checking with the whole class <i>3.3b. Work in pairs. Each pair can choose one of the reports in 3. Role-play telling each other about the news. Use the example below.</i>	Key : 1C 2B 3A - Work in groups of 4 ss and role play telling each other about one of the news in 3.

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First, remind ss of the responses they practised in Getting started, refer them back to this section if necessary . - Ask ss to work in groups of 4 ss and role play telling each other about one of the news in 3. - Ask some groups to do role-play in front of the class 3.4. Make a list of things to do before , during and after each of disasters in your areas. You can read the passage in 1 again for ideas - Ask ss what disasters often happen in their areas - Elicit the answers from ss and choose two disasters that happen most . - Divide the class into 2 groups to discuss and write down what do do before, during and after this disasters b. Discuss what you should do in the event of a natural disasters in your area. Use the information from the table above - Have ss work in pairs: one student from each group above. Have ss ask and answer questions about the things they should do in the event of each disaster they had discussed in a - Invite some pairs to demonstrate their conversations in front of the class	-Work in groups to discuss and write down what do do before, during and after this disasters Ask and answer questions about the things they should do in the event of each disaster they had discussed in a
ACTIVITY 4: PRODUCTION (5')	
AIMS: Review CONTENTS : Passive Voice Languages and facts PRODUCTS: Facts ORGANIZATION: <u>Further practice (3')</u> - Sum up the main content of the lesson. <u>Homework (2')</u>	Answer

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- Do Ex C1.2, D1,2 P 22,23 - Collect pictures, songs, clips talking about natural disasters.	- Take note
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Teaching date:

Period:74

UNIT 9: NATURAL DISASTERS

Lesson 6: Skills 2

I./. Objectives

1. Knowledge: By the end of the lesson, Ss will be able to:

- listen for specific information about a natural disaster in a news report
- write a news reports on a natural disaster

2. Qualities:

Skills: Listening, writing.

Attitude: - Positive about natural disasters.

- Students know how to learn English in right way.

3. Competence: Communication, self-learning capability, creative capacity, ability to use of language.....

II./.PREPARATION:

1.Teacher: book, planning, picture, laptop, projector

2.Students: books, notebooks

III./. TEACHING METHODS: Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

IV./. Procedure

Ss and T's activities	Content
ACTIVITY 1: WARM-UP (5')	
AIMS: Review usages of Passive Voice CONTENTS : Formulas PRODUCTS: Sts can recall the knowledge the have learnt before. Vocab and knowledge of natural disasters and how to prepare for them ORGANIZATION: - Brainstorming: effects of a typhoon	- Work in teams: write as many words as possible

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ACTIVITY 2 : KNOWLEDGE FORMATION (20')	
AIMS: Improve listening skill CONTENTS : Vocabulary of typhoon and other natural disasters PRODUCTS: Sts can recall the knowledge the have learnt before. Vocab and knowledge of disasters ORGANIZATION: Pre-listening: 2.1. Activity 1: - Remind Ss about listening for key words in statements. Play the recording and ask Ss to correct the statements. Then ask two or three Ss to write their answers on the board. Play the recording again for Ss to check the answers. While-Listening 2.2. Activity 2: - First, ask Ss to work in pairs to discuss the missing word for each gap from the information they have heard in 1. Then play the recording again and allow Ss to fill in the gaps as they listen. Ask Ss to share their answers in pairs before playing the recording a final time to allow pairs to check their answers. If time is limited, T may play only the sentences that include the information Ss need for their answers.	Key: 1. A typhoon hit Nghe An Province last night. 2. Dozens of people were seriously injured in the storm. 3. There was extensive damage to property in Cua Lo, a coastal town in Nghe An 4. The storm had already weakened when rescue workers arrived in the area. 5. According to the weather bureau, heavy rain will continue over the next few days. Key: 1. which 2. homeless 3. Damage 4. flood 5. debris 6. Accommodation
ACTIVITY 3: PRACTICE (15')	
AIMS: Improve writing skill and review vocab CONTENTS : Causes and effects of natural disasters PRODUCTS:	

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Sts can recall the knowledge the have learnt before. Vocab and knowledge of natural disasters ORGANIZATION: <u>Post-listening</u> 3.1. Activity 1: - Ask Ss to make notes about a natural disaster they or one of their family members have experienced in the given table. Remind them that they do not have to write full sentences and they can use abbreviations. Then, ask Ss to share their notes with their partners. T may ask some more able Ss to read out their notes to the whole class.	- pair work
3.2. Activity 4: - Set up the writing activity. Remind Ss that the first and most important thing is always to think about what they are going to write. In this case, Ss can use the chart in 3 as a model for their report. T may still need to provide some help with the language necessary for writing. Ask Ss to write a draft report first. Then have them write their final version in class or at home, depending on time allowed. If they write in class, they can also do it in pairs or groups. T may display all or some of the reports on the wall/board and invite other Ss to give comments. Ss to give comments. Ss edit and revise their reports as homework.	- Group work
ACTIVITY 4: PRODUCTION (5')	
AIMS: Improve speaking skill CONTENTS : Natural disasters PRODUCTS:	

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Sts can talk about natural disaster in their area, how to prevent and how to prepare for them ORGANIZATION: <u>Further practice (3')</u> ? Sum up the main content of the lesson. <u>Homework(2')</u> ? Do Ex in exercise book ? Prepare: Unit 9: Looking back - Collect pictures, songs, clips talking about natural disasters.	Answer - Take note
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Teaching date:

Period:75

UNIT 9: NATURAL DISASTERS

Lesson 7: Looking back+project

I./. Objectives

1. Knowledge: By the end of the lesson, Ss will be able to:

- Recycle the language from the previous sections and links with the topics.
- Practice doing some exercises to consolidate and apply what they have learnt in Unit 9.

2. Qualities:

Skills: Use of English

Attitude: - Positive about natural disasters.

- Students know how to learn English in right way.

3. Competence: Communication, self-learning capability, creative capacity, ability to use of language.....

II./.PREPARATION:

1.Teacher: book, planning, picture, laptop, projector

2.Students: books, notebooks

III./. TEACHING METHODS: Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

IV./. Procedure

Ss and T's activities	Content
ACTIVITY 1: WARM-UP (5')	
<u>1. Warm up</u> AIMS:	

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Review vocab about languages CONTENTS : Vocabulary about natural disasters PRODUCTS: Sts can recall the knowledge the have learnt before. Usages and formulas of Passive Voice ORGANIZATION: - free talk	- Teacher- Ss
ACTIVITY 2 : KNOWLEDGE FORMATION (20')	
AIMS: Review vocab about natural disasters CONTENTS : Passive Voice Vocabulary of natural disasters and how to prevent as well as prepare for them PRODUCTS: Sts can recall the knowledge the have learnt before. ORGANIZATION: <u>Looking back:</u> For 1,2,3 and 4, first have Ss work independently. Then they can check their answers with a partner before discussing the answers as a class. However, tell Ss to keep a record of their original answers so they can use that information in their self-assessment.	Key: 1 1. C 2. F 3. D 4. B 5. A 6. E 2 1. evacuated 2. put out 3. take 4. provided 5. scattered 3 1. The tickets will be collected (by Mr Smith) 2. A play was put on (by the students) at the end of term. 3. The sentence cannot be written in the passive because its main verb <i>is</i> is not a transitive verb. 4. The message was taken (by Julie) 5. The picture was painted by a local artist. 6. The sentence cannot be written in the passive because its main verb <i>arrive</i> is not a transitive verb. 4 1. d 2. f 3. a 4. b 5. c 6. e

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ACTIVITY 3: PRACTICE (15')	
AIMS: Review vocab about natural disasters Practice using Passive Voice, Past Perfect Tense CONTENTS : Passive Voice Past Perfect Tense PRODUCTS: Sts can talk about schedules using Present Tenses Key to Task 5,6 ORGANIZATION <u>Grammar</u> <i>Exercise 5a:</i> First, ask Ss to work individually writing down, or inventing five bad things that happened to them yesterday. Then allow them to share the sentences with a partner.	Group work
<i>Exercise 5 b</i> Ask Ss to work in groups. Remind them to add time clauses and use the past perfect with their sentences. Then ask each student to take turns to say out their sentences to the members of their group. T may go around to provide help.	
<u>Communication</u> <i>Exercise 6.</i> First, model this activity with a more able student. Then ask Ss to work in pairs, using the expressions from the box in GETTING STARTED to respond to the news headlines. T may go around to provide help. Call on some pairs to practice in front of the class.	- Pair work
<u>3. Project</u> 1 Ask Ss to look at the pictures and use the phrases they have learnt in Unit 9 to describe each picture. Then allow them to share answers before checking with the whole class.	

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Suggested keys: 1. Providing (food/medical...) supplies 2. Clearing up debris 3. Freeing trapped people 4. Setting up temporary accommodation (for the victims of a disaster) 5. Repairing houses/buildings 6. Evacuating the village/town...to a safe place/area 2 Ask Ss to work in groups discussing how to work out a plan to help the victims of a natural disaster for their teams. Remind the project in class. Otherwise, Ss can complete the project as homework if they need let Ss compare the project in class. Otherwise, Ss can complete the project as homework if they need more time. 3 When Ss have finished their plans, T asks them to display their plans on the wall/boards. Have the groups move around and read the plans and then vote for the best plan.	- Ss do at home
ACTIVITY 4: PRODUCTION (5')	
AIMS: Further practice of Passive Voice and Past Perfect CONTENTS : Practices PRODUCTS: Further practices ORGANIZATION: Finished! Finally ask Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice <u>5. Homework</u> - Do Ex in exercise book	- Take note

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- Collect pictures, songs, clips talking about natural disasters.	
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