***Planning date: 03/02/2023 Teaching date: 20/02/2023 (8A,B)***

***Period 69***

**UNIT 9. NATURAL DISASTERS**

**Lesson 1: Getting started (P.26-27)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- ***Vocabulary*** : Lexical items related to the topic ‘Natural disasters’

- ***Language : Passive Voice (Review)***

***Past Perfect***

**2. Skills**: Listening, reading and speaking about the typhoon in Nam Dinh province for details and then do some related exercises.

**3. Attitude and competencies:**

- Know more about different natural disasters and what to do when they happen.

- Understand and actively respond to good news and bad news.

- Form and improve such competencies as:communication, presentation , collaboration.

**II. PREPARATIONS:**

**Teacher:**  text books, recording, laptop, projector.

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Students may know more information about other natural disasters around the world.

- Collect more interesting information about more natural disasters around the world.

**IV. PROCEDURE:**

|  |  |
| --- | --- |
| **Teacher and Students' activities** | **Contents and Board Display** |
| **I. WARM UP (6’/IW)**  **Brainstorming**  T shows the pictures of some natural disasters on the screen.  Ss look at the pictures and tell the name of each natural disaster. | **UNIT 9. NATURAL DISASTERS**  **Lesson 1: Getting started (P.26-27)**   1. **GETTING STARTED**   **Brainstorming** |
| **II. NEW LESSON**  **Act 1.Listen and read (12’/IW/PW)**  T writes the unit title on the board ‘Natural Disasters’.  T asks some questions to elicit the new lesson:  T: *What was the natural disaster?*  *T: When did it happen?*  *T: Was there any damage to people or property?*  T shows the picture on the screen and ask ss to look at the picture.  - T asks Ss questions about the picture:  T: *Where are Duong and Nick?*  *T: What are they talking about?*  T: *Which natural disasters can we see in the speech bubbles?*  **\* Vocabulary:**  T uses some techniques to present some new words.  Checking the understanding by making sentences with the new words.  T plays the recording twice.  Ss listen then practice the conversation.  in pairs.  T checks some pairs.  ***\* Practice:***  ***Act 1a. Read the conversation again and fill the blank with no more than three words .***  -T asks ss to read each sentence and locate the information in the conversation, then choose suitable words/phrases to fill each blank.  Ss work independently.  T allows them to share answers before discussing as a class.  T checks their answers, and gives explanation if necessary.  ***Act 1b. Responding to news.***  **-** T models an exchange with a student.  - T focuses on intonation, stressing the first syllable of ‘terrible’.  - T does the same with other Ss around the class.  - Ss refer back to the conversation to find the other phrases.  - T confirms the correct answer.  - Ss practice saying the phrases with correct intonation. | **1. Listen and read**  **\* Key:**  - They are at school.  - They are talking about Natural Disasters.  - They are tornado, flood and earthquake.  **\* Vocabulary:**   |  |  |  | | --- | --- | --- | | - typh**oon** | (n): | bão nhiệt đới | | - d**a**mage | (n): | Sự thiệt hại | | - r**e**scue worker | (n): | Nhân viên cứu hộ | | - accomod**a**tion | (n): | Chỗ ở | | - flood | (n): | lũ lụt | | - sev**e**re **/**sɪˈvɪəʳ**/** | (adj) | khốc liệt | | - pr**o**perty | (n): | tài sản, của cải | | - d**e**bris | (n): | vôi gạch đổ nát |   ***\* Practice:***  ***1a. Read the conversation again and fill the blank with no more than three words.***  ***\* Key:***  1. tropical 2. injured  3. damage 4. trapped  5. medical supplies  6. temporary accommodation  ***1b. Responding to news.***  ***\* Suggested example:***  **T:** My cat died.  S: That’s terrible!  ***\* Key:***  1. Oh **no**! 2. That’s re**lief**  3. That’s **aw**ful! |
| ***Act 2a. Write the responses into the correct columns. Then listen, check and repeat.***  **(7’/IW)**  - Ss work independently then share answers before playing the recording for them to check.  - T plays the recording for Ss to listen, check and repeat their answers.  - T reminds Ss to pay attention to their intonation as they practice.  - T calls some ss to read the phrases aloud.  ***Act 2b. Match the sentences (1-6) to the responses (a-f). Then practise the exchanges with a partner. (5’/PW)***  -Ss work independently then share the answers before T gives comments.  - T points out that some of the response could fit more than one statement.  - T checks and confirms the correct answers.  - T calls some pairs to practise the exchanges with good intonation. | ***2a. Write the responses into the correct columns. Then listen, check and repeat.***  ***\* Key:***   |  |  | | --- | --- | | **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! | | That’s awesome! | That’s shocking! |   ***2b. Match the sentences (1-6) to the responses (a-f). Then practise the exchanges with a partner.***  **\* Key:**  1.b 2.d 3. f  4. c 5. a 6. e |
| ***Act 3. Match the natural disasters with the pictures. Then listen, check your answers and repeat.Can you add more?.*(7’/PW)**  - T uses pictures to present some new words.  - Ss work in pairs to match the words/phrases to the picture, then share answers with another.  - T plays the recording.  - Ss listen and check, then repeat the words/phrases. | ***3. Match the natural disasters with the pictures. Then listen, check your answers and repeat.Can you add more?***  ***\*Vocab:***   |  |  |  | | --- | --- | --- | | - tsu**na**mi | (n): | sóng thần | | - vol**ca**nic | (n): | núi lửa | | - tor**na**do | (n): | lốc xoáy | | - **mud**slide | (n): | lũ bùn | | - drought | (n): | hạn hán | | - flood | (n): | lũ lụt |   ***\* Key:***  1. C 2. D 3. F 4. B  5. G 6. A 7. H 8. E |
| **III. WRAPPING-UP (6’)**  **Work in pairs. Ask and answer questions about common natural disasters in some areas in Viet Nam?**  - T asks Ss which of these natural disasters can happen in Viet Nam, then models this activity with a more able student.  - Ss work in pairs.  - T goes around to provide help.  - T calls on some pairs to practice in front of the class.  -Summarize the main point of the lesson. | **Work in pairs. Ask and answer questions about common natural disasters in some areas in Viet Nam ?**   * ***Example:***   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.  **Choose the best answer:**  1. A. rescue B. supply C. erupt D. damage  2. A. mudslide B. earthquake C. typhoonD.debris  3. A. hurricane B. tornado C. volcano D. eruption  4. A. disaster B. injury C. tsunami D. provision  5. A. tropical B. natural C. terrible D. destructive |
| **IV. HOMEWORK (2’)**  - T assigns the homework.  **-** Ss copy their homework.  - T explains it carefully | **III. HOMEWORK**  - Practice listening more at home.  - Review the lesson.  - Do B1,2,3 /P19,20 - WB |

**V. Feedback :**

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***Planning date: 03/02/2023 Teaching date: 23/02/2023 (8A,B)***

***Period 70***

**UNIT 9. NATURAL DISASTERS**

**Lesson 2: A closer look 1 (P.28)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- ***Vocabulary*** : The lexical items related to natural disasters: erupt (v) , rage (v), collapse (v), strike (v), bury (v), shake (v), evacuate (v).

- ***Language : Passive Voice.***

***Past Tense***

- ***Pronunciation*** : Stress in words ending in -logy and -graphy

**2. Skills**: Listening, speaking and reading about natural disasters.

**3. Attitude and competencies:**

- Know more about natural disaster and their effects to human life in Viet Nam as well as around the world.

- Understand and actively respond to find the stressed syllables of the words ending in –logy and –graphy.

- Form and improve such competencies as communication, presentation and collaboration.

**II. PREPARATIONS:**

**Teacher:**  text books, recording, laptop, projector.

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Students may not be able to identify the stressed syllable in words ending in *–logy* and *-graphy*

- Explain carefully and Provide further practice.

**IV. PROCEDURE:**

|  |  |
| --- | --- |
| **Teacher and Students' activities** | **Contents and Board Display** |
| **I. WARM UP (4’/IW)**  **\* Network**  - T asks ss to work in 2 groups to write as many words about natural disasters as possible in 3 minutes.  - Ss work in 2 groups.  - T checks and gives marks. | **UNIT 9. NATURAL DISASTERS**  **Lesson 2: A closer look 1 (P.28)**  **\* Network**  flood  drought |
| **II. NEW LESSON**  **I. Vocabulary (15’/IW/PW)**  T uses some techniques to present some new words.  - Ss repeat in chorus and individually  - SS copy all the words  T checks the understanding by ‘Matching’.  ***Act 1. Fill each blank with a suitable verb in the correct form from the box below. Then listen, check and repeat.***  - T writes the first verb ***erup***t on the board and elicits the past tense from Ss, writing ***erupted*** on the board.  - Ss do the same with all the verbs.  - Ss work independently to do the activity.  -T plays the recording for Ss to repeat the sentences.  T plays the recording for Ss to check their answers.  - T plays the recording again for ss to repeat. | **I. Vocabulary**  **Vocabulary**   |  |  |  | | --- | --- | --- | | - e**rupt** | (v): | phun | | - rage | (v): | diễn ra ác liệt | | - **bu**ry | (v): | chôn vùi, chôn | | - shake | (v): | rung | | - co**llapse** | (v): | sụp, sụp đổ | | - strike | (v): | đánh, đập | | - e**va**cuate | (v): | sơ tán |   ***1. Fill each blank with a suitable verb in the correct form from the box below. Then listen, check and repeat.***  ***\*Key:***  1. struck 2. erupted 3. shook  4. buried 5. raged 6. collapsed |
| ***Act 2. Match the verbs in column A to the nouns in column B. Then listen, check and repeat.***  **-** First, Ss work independently, then share their answers with one or more partners.  - T may ask for translation of some phrases to check their understanding.  - T plays the recording for Ss to repeat the phrases. | ***2. Match the verbs in column A to the nouns in column B. Then listen, check and repeat.***  ***\*Key:***  1. b 2. d 3. a  4. e 5. C |
| ***Act 3. Now use the phrases in 2 in the correct form to complete the sentences.***  **-** Ss complete the sentences individually, using the phrases in **2**.  - T calls some ss to read out their answers before checking with the whole class.  - T confirms the correct answers. | ***3. Now use the phrases in 2 in the correct form to complete the sentences.***  ***\*Key:***  1. provide aid  2. put out the forest fire  3. took shelter  4. scattered debris  5. evacuate the village |
| **II. Pronunciation (20’/IW/PW)**  ***Stress in words ending in -logy and –graphy***  ***Act 4: Listen and repeat***  - T asks Ss to look at the word list.  - T asks : “What do you notice about the endings of the words?”  **-** T plays the recording and ask Ss to listen and repeat the words, paying attention to the stressed syllables of each word. T may play the recording as many times as necessary.  -T asks Ss to look at the rules in “Remember “ box.- T explains the rule in the **REMEMBER**! box and ask some Ss to give some words ending in -*logy and -graphy.*  ***Act* 5.Listen and mark the stress on the correct syllable in the words below. Pay attention to –logy and –graphy.**  **-** T asks Ss to work in pairs to practise saying the words and mark the stress on the correct syllable in each word. Then T plays the recording.  - Ss listen and check.  - T may pause after each word and ask them to repeat  - T corrects their pronunciation if necessary.  ***Act 6. Read the following sentences and mark ‘’’ the stressed syllable in the underlined words.Then***  ***listen and repeat the sentences.***  **-**  T asks Ss to work in pairs to mark the stress in the words and practise saying the sentences. | **II. Pronunciation**  ***Stress in words ending in -logy and –graphy***  ***4: Listen and repeat***  **\* Remember**: *For words ending in -logy and -grapgy, place the stress on the third syllable from end.*  **5.Listen and mark the stress on the correct syllable in the words below. Pay attention to –logy and –graphy.**  ***Key:***  1. soci'ology 4. clima'tology  2. zo'ology 5. as'trology  3. bibli'ography 6. de'mography  ***6. Read the following sentences and mark ‘’’ the stressed syllable in the underlined words.Then listen and repeat the sentences*** |
| - T calls some Ss to give the answers and say the sentences in front of the class. Then ask Ss to listen while T plays the recording. T may pause after each sentences and ask them to repeat chorally.  - T calls some ss to repeat the whole sentences again.  - T corrects their pronunciation. | ***.*** |
| **III. WRAPPING-UP (4’)**  T asks ss about the lexical and grammatical they’ve learnt in the lesson.  -Summarize the main points of the lesson | ***Choose the best answer:***  1. A \_\_\_ is sudden flooding that occurs when water rises quickly within several hours.  A. quick flood B. rapid flood C. flash flood D. hot flood  2. Monsoon rains across Thailand \_\_ millions of people in 61 of its provinces.  A. has affected B. have affected C. have effect D. have influenced  3. A number of other provinces will declare drought \_\_\_ in the coming weeks.  A. accident B. emergency C. event D. situation  4. Typhoon Haiyan made the damage,and \_\_\_\_ of life became great in the Philippiness.  A. lose B. loses C. losing D. loss  5. In some areas,human \_\_\_ can be a contributing factor in causing landslides.  A. acts B. actions C. acting D. activities |
| **IV. HOMEWORK (2’)**  - T assigns the homework.  **-** Ss copy their homework.  - T explains it carefully | **III. HOMEWORK**  - Practice the two sound more at home.  - Review the lesson.  **-** Do A1, A2/P.19- W.B |

**V. Feedback :**

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***Planning date: 03/02/2023 Teaching date: 24/02/2023 (8A,B)***

***Period 71***

**UNIT 9. NATURAL DISASTERS**

**Lesson 3: A closer look 2 (P.29-30)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- ***Vocabulary*** : The lexical items related to natural disasters.

- ***Language***: ***Passive Voice (Review).***

***Past Perfect***

**2. Skills**: Reading, speaking, listening and writing about natural disasters in Vietnam and around the world.

**3. Attitude and competencies:**

- Know more about natural disasters, their effects and rescued activities.

- Understand and actively respond to lexical and grammatical points they’ve learnt in the lesson .

- Form and improve such competencies as presentation and assessment.

**II. PREPARATIONS:**

**Teacher:**  text books, laptop , projector

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- There are too many activities.

- Guide ss carefully then let them do at home.

**IV. PROCEDURE:**

|  |  |
| --- | --- |
| **Teacher and Students' activities** | **Contents and Board Display** |
| **I. WARM UP (5’/IW)**  ***\* Chatting:***  -T asks if Ss remember how to form the passive voice.  - T may ask one student to write the form on the board and have other Ss give examples.  If they do not remember well, ask Ss to read the REMEMBER! box. Draw Ss' attention to how the passive voice is formed by analyzing the rule. Then ask some more able Ss to give some examples to illustrate this. | **UNIT 9. NATURAL DISASTERS**  **Lesson 3: A closer look 2 (P.29-30)**  ***\* Chatting:***  **REMEBER**  - 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.... |
| **II. NEW LESSON**  **I. Grammar (13’/IW)**  ***A. Passive Voice - Review.***  **Act 1. Read the conversation in GETTING STARTED and underline any sentences in the passive voice that you can find. Check your findings with a partner.**  - Then T asks Ss to read the conversation in GETTING STARTED again and underline all instances of the passive voice that they can find. Then, ask them to share their findings with one or more partners before checking with the whole class.  - T checks and confirms the correct answers | **I.Grammar**  ***A. Passive Voice - Review.***  **1. Read the conversation in GETTING STARTED and underline any sentences in the passive voice that you can find. Check your findings with a partner.**  **\* Key**:  Was anyone injured?  Only a few minor injuries were reported.  It seems many houses and public buildings were destroyed or flooded, and thousands of people were left homeless.  They’ve sent rescue workers to free people who were trapped in flooded homes.  Medical supplies, food and rescue equipment have also been sent.  They’ve been taken to a safe where temporary accommodation will be provided for them. |
| **Act *2.Complete the sentences using the correct passive form of the verbs in brackets***  **-**  Ss work independently, then share their answers with one or more partners.  - T asks some Ss to say their answers aloud.  - T confirms the correct answers. | ***2.Complete the sentences using the correct passive form of the verbs in brackets***  ***Key:***  1. was scattered 2. are built  3. were taken  4. will be predicted  5. will be delivered /are going to be delivered |
| **Act 3. Rewrite the following sentences using the correct passive voice.**  - T runs through the sentences.  - Let Ss work in individually to do the Ex, then check with their partners.  - Let Ss work in 2 groups, go to the board and write their answers while other Ss write the sentences in their notebooks.  - Ask some Ss to give comments on the sentences on the board. Confirm the correct sentences. | **3. Rewrite the following sentences using the correct passive voice.**  **\* 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. |
| ***B.Past Perfect. (20’/IW/PW)***  **Act 4a. Read part of the conversation from Getting Started. Pay attention to the underlined part.**  T asks ss to read part of the conversation from GETTING STARTED, paying attention to the underlined part.  -T asks ss to refer to the yellow box, explaining the form of the past perfect tense and going through the examples.  - T checks the form, the use and the meaning. | ***B.Past Perfect.***  **4a. Read part of the conversation from Getting Started. Pay attention to the underlined part.**  - 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  hadn’t + subject + past participle  *Example:*  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  *Example:*  Had you left when they came?  Yes, I had. / No, I hadn’t. |
| **Act 5. Complete the sentences by putting the verbs in brackets into the simple past or past perfect.**  -T runs through the sentences and asks Ss to compare the use of the two tenses.  - T lets Ss work individually to do the Ex.  - T asks them to share their answers with one or more partners.  - T asks some Ss to say their answers aloud by reading their completed sentences.  - T gives comments, and makes any correction if available. | **5. Complete the sentences by putting the verbs in brackets into the simple past or past perfect.**  ***+ Key:***  1. had left, erupted  2. arrived, had stopped  3. had spent, arrived  4. got, hadn't taken  5. found, had bought |
| **Act 6. Work in pairs. Ask and answer the following questions about you.**  - T and WC run through all the questions.  - T asks Ss to prepare their answers independently. Then model the activity by asking a student one of the given questions.  - T lets Ss to work in pairs. T may go around to provide help.  - T calls some pairs to practise in front of the class. | **6. Work in pairs. Ask and answer the following questions about you.**  **\* Example:**  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. |
| **III. WRAPPING-UP (5’)**  **Act 7. Games.**  ***Work in two teams. Take turns to give reasons why you were pleased/ upset/happy/angry, etc. Use the past perfect for the event that had happened. Each correct sentence gets one point. The team with the most points wins.***  - T models the game with the whole class first.  - T divides the whole class into two teams (e.g. left side and right side). Then allow members from the two teams to take turns in giving reasons why they were pleased / upset / happy / angry, etc.  - T counts the correct sentences to find the winning team.  - Summarize the main points of the lesson. | **7. Games.**  ***Work in two teams. Take turns to give reasons why you were pleased/ upset/happy/angry, etc. Use the past perfect for the event that had happened. Each correct sentence gets one point. The team with the most points wins.***  Example:  A: On my birthday, I was very pleased because I had received a nice present.…………  B: Last Tuesday I was annoyed because I had missed the school bus.  **Choose the best answer:**  1. A. emergency B. astrology C. scientific D. environment  2. A survivor B. property C. resident D. government  3. A. historic B. iconic C. spectacle D. attraction  4. A. official B. together C. koala D. popular  5. A. poisonous B. pollutant C. artistic D. aquatic |
| **IV. HOMEWORK (2’)**  - T assigns the homework.  **-** Ss copy their homework.  - T explains it carefully | **III. HOMEWORK**  - Do part B4,5/ P.20- 21/W.B.  -Review the lesson. |

**V. Feedback :**

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***Planning date: 03/02/2023 Teaching date: 27/02/2023 (8A,B)***

***Period 72***

**UNIT 9. NATURAL DISASTERS**

**Lesson 4: Communication (P.31)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- ***Vocabulary*** : Read, write and understand the words: climate change, global warming, deal with, victims, be in charge

- ***Language***: Passive Voice - Review

**2. Skills**: Reading, speaking and writing about natural disasters in Vietnam and around the world.

**3. Attitude and competencies:**

- Know more about natural disasters and their responsibility to the natural environment.

- Understand and actively express their views on natural disasters.

- Form and improve such competencies as communication, presentation and collaboration.

**II. PREPARATIONS:**

**Teacher:**  text books, laptop, projector, the recording.

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Students may not have enough knowledge about some natural disasters.

- T prepares some information about them by using the Internet.

**IV. PROCEDURE:**

|  |  |
| --- | --- |
| **Teacher and Students' activities** | **Contents and Board Display** |
| **I. WARM UP (5’/IW)**  ***\* Chatting:***  -Before Ss open their books, ask them to work in groups to discuss the question ‘Can we prevent natural disasters with the help of modern technology?’  - Let Ss give their ideas. | **UNIT 9. NATURAL DISASTERS**  **Lesson 4: Communication (P.31)**  ***\* Chatting:*** |
| **II. NEW LESSON**  **I.Vocab**: **(5’/IW)**  - Pre- teach vocabulary.  - First, teacher uses some techniques to present new words. Then have Ss read the new vocabulary after the teacher.  Check the understanding: Make sentences with the new words. | **I.Vocab**:  - deal with(v): đối phó  -view(n): quan điểm  -**vic**tim(n): nạn nhân  - in charge(n) : nhiệm vụ , bổn phận  - climate change (n): biến đổi thời tiết. |
| **II.Practice :**  **Act 1. Listen to a radio programme on 4Teen News. Then fill the gaps with the words you hear. (8’/IW)**  - First, have Ss read the interview and guess what the missing word for each gap in the interview is. Write the Ss' ideas on the board. Ask Ss to say which question each person is answering (Sarah and Peter: the first question; Nubita and Linh: the second question).  - Then play the recording. The first time, ask Ss to close their books and listen only.  - 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. Refer Ss back to the ideas on the board and decide together if all of them are possible options. If time is limited, T may play only the sentences that include the information Ss need their answers. | **II.Practice :**  **1. Listen to a radio programme on 4Teen News. Then fill the gaps with the words you hear.**  ***\* Key :***  1. flooded  2. warming  3.used  4. unprepared  5.reminding |
| **Act 2.Read the listeners’ views on natural disaters again and decide who you agree with and who you disagree with. (8’/IW)**  - T asks ss to decide whose opinions they agree and who they disagree with.  - Ss make notes of the reasons for their decision. | **2.Read the listeners’ views on natural disaters again and decide who you agree with and who you disagree with** |
| **Act 3. Answer the two questions . Express your own views and write them down below .**  **(10’/PW)**  - T asks Ss to make notes of their answers to the two questions in the interview.  - T reminds Ss that it does not matter what their answers are, and that it is more important that they justify their answer.  - T can model with one or two students.  - Ss work in pairs to discuss.  -T goes around to provide help. | **3. Answer the two questions . Express your own views and write them down below .**  **\* Suggested ideas:**  I think there are more natural disasters now than there used to be. There are more and more natural disasters happening in the world such as tsunamis in Japan, severe floods in the Philippines, volcanoes in Ireland, earthquakes in China and Japan and so on. Thousands of people become victims of natural disasters every year. In our hometown, Quang Ninh province, there are also more storms than there were in the past. I think this growth is due to climate change caused by negative activities such as deforestation, over-grazing, river channelization, etc. Therefore, people must stop these activities and should be well prepared for these disasters. The better prepared individuals and governments are before a natural disaster strikes, the more lives and structures will be saved. |
| **III. WRAPPING-UP (7’/IW)**  **Act *4. Work in pairs. Now compare your views with a partner. Do you share the same views?***  **-** T asks Ss to work in pairs to share their answers with a partner. T encourages each pair to negotiate for the same views.  - T has some Ss report on their answers.  - T and WC give feedback.  \*Summarize the main point of the lesson. | ***4. Work in pairs. Now compare your views with a partner. Do you share the same views ?***  **Choose the best answer:**  1. A. technology B. geography C. biology D. bibliography  2. A. zoology B. psychological C. psychology  D. biography  3. A. typhoon B. volcano C. hurricane D. tornado  4. A. collapse B. erupt C. destroy D. scatter  5. A. rescue B. supply C. provide D. evacuate |
| **IV. HOMEWORK (2’)**  - T assigns the homework.  **-** Ss copy their homework.  - T explains it carefully | **III. HOMEWORK**  - Do C1,2 /P.21- W.B.  - Review the lesson. |

**V. Feedback :**

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***Planning date: 03/02/2023 Teaching date: 2/03/2023 (8A,B)***

***Period 73***

**UNIT 9. NATURAL DISASTERS**

**Lesson 5: Skills 1 (P.32-33)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- ***Vocabulary*** : Read, write and understand the words: -es**sen**tial(adj), wreak havoc(v),-des**truc**tive(adj), guideline(n), emergency(n), kit(n), evacu**a**tion(n), ash(n), lava(n). ***Language***: Past simple tense

Passive Voice

**2. Skills**: - Read for specific information about natural disasters in a news report

- Talk about natural disater and what to do when it happens

**3. Attitude and competencies:**

- Know more about the ways to prepare for the natural disasters.

- Understand and actively respond to natural disasters

- Form and improve such competencies as communication, presentation and collaboration.

**II. PREPARATIONS:**

**Teacher:**  text books, laptop, projector.

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Weak students may find it difficult to talk about festival

- Guide them carefully.

**IV. PROCEDURE:**

|  |  |
| --- | --- |
| **Teacher and Students' activities** | **Contents and Board Display** |
| **I. WARM UP (5’/IW)**  ***\*Chatting***  Teacher asks ss about the weather forecast in Hai Phong.  Ss aswer the questions individually. | **UNIT 9. NATURAL DISASTERS**  **Lesson 5: Skills 1 (P.32-33)**  ***\*Chatting*** |
| **II. NEW LESSON**  **I.READING (15’/IW/PW)**  **Act *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 to find where the words/ phrases*: wreak havoc, essential, destructive, guidelines,*and emergency are in the passage.  - Ss scan the passage individually.  - T asks if Ss know the meanings of the words/phrases. If they do not, T may help Ss work out the meanings of these words from the context.  - Let Ss copy these words and their meanings- T helps Ss read again all the words.  **Act 2. Read the article again and answer the following questions.**  - T runs through the questions.  - Ss read the text again and answer the questions in pairs in 5 minutes.  - T asks Ss to note where they found the information that helped them to answer the questions.  - T lets Ss compare answers before discussing them as a class. | **I. READING**  ***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?***  **\* Vocabulary**  -es**sen**tial(adj): cần thiết  - wreak havoc(v):hủy hoại  -des**truc**tive(adj): có tính tàn phá  -guideline(n): đường hướng  - emergency(n): tình trạng khẩn cấp  -kit(n): đồ đạc  **2. Read the article again and answer the following questions.**  **\*Key:**  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 disaters 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, coppies of personal documents and some money  5.We need to know the evacuation routes and shelters |
| **II. SPEAKING (15’/PW/ GW)**  **Act 3a. Read the news reports (A-C) and match each one to the correct picture (1-3).**  - First, T asks Ss to read each news report. T may help with the new vocabulary.  - Ss copy the vocab.  - Ss match the news reports to the correct picture.  - T has some Ss read out their answers before checking with the whole class.  **Act *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.***  - First, T reminds Ss of the responses they practised in **GETTING STARTED**, e.g., *That's shocking!* refer them back to this section if necessary.  - Ss work in groups of three and role-play telling each other about one of the news reports in **3**.  - T may go around to provide help. After finishing, T may call on some groups to do the role-play in front of the class.  - T gives feedback…..  **Act *4a. 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***  **-** T asks Ss what disasters often happen in their area.  - T elicits the answers from Ss and choose two disasters that happen the most.  - T divides the class into two groups; each will discuss one disaster.  - Ss work in pairs within each group to discuss and write down what to do before, during and after this disaster.  - T moves around the class to help SS if necessary. | **II. SPEAKING**  **3a. Read the news reports (A-C) and match each one to the correct picture (1-3).**  ***\* Vocabulary:***  -evacu**a**tion(n): sự sơ tán  -ash(n): tro  -lava(n): dung nham  ***\* Key:***  1. C 2. B 3. A  ***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.***   * ***Sample dialogues:***   **Report A**  *A: Did you watch the news last night?*  *B. No, I didn’t. What’s happened?*  *A. A tornado hit a small town yesterday morning.*  *B. That’s shocking! Where is the town?*  *A. It’s in Missouri.*  *B. How did the tornado hit the town?*  *A. People said the sky darkened very quickly. The winds were so strong that trees, cars and even houses were picked up and carried for miles.*  *B. So terrible. What’s about the residents? Where were they when the tornado came?*  *A. As local TV and radio stations had issued an early warning, most of the residents had had time to take shelter underground or in basements.*  **Report B**  *A: Did you watch the news last night?*  *B. No, I didn’t. What’s happened?*  *A. There was a powerful earthquake in Monday.*  *B. That’s shocking! Where was it?*  *A. In the north-east of Japan.*  *B. Was there any early warning for this earthquake?*  *A. No, there wasn’t. What a pity! People were not prepared for this one.*  *B. So how did it happen?*  *A. Suddenly the ground started moving. The shaking continued for a few minutes and became stronger. People began running away from buildings as walls started to collapse.*  *B. That’s terrible. Poor them!*  **Report C**  *A: Did you watch the news last night?*  *B. No, I didn’t. What’s happened?*  *A. Mount Sinabung in Indonesia erupted again.*  *B. That’s shocking! When did the mount erupt?*  *A. Two days ago.*  *B. So how did it happen?*  *A. People said that they saw a big cloud of ash coming from the top of the mountain, then the lava ran down the volcano’s sides.*  *B. What damage resulted from the eruption?*  *A. The lava from the volcano destroyed everything in its path. By the next morning, several villages around Mount Sinabung were buried in ash and debris.*  ***4a. 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 .*** |
| **III. WRAPPING-UP (8’/IW)**  \* **Presentation**:  **Act *4b. 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  T gives comments.  \*Summarize the main point of the lesson.  **Choose the best answer:**  1. \_\_\_\_ about the storm that stroke Hanoi last night?  A. Did you hear B. Do you hear C. Have you hear  D. Did you heard  2. Many people \_\_\_\_ because of the earthquake \_\_\_ the city.  A. did injure B. injured C. have injured D. were injured  3. Hundreds of buidings \_\_\_\_ when the earthquake \_\_\_ the city.  A. were destroyed/was hit B. were destroyed/hit  C. destroyed/hit D. destroyed/was hit  4. By the time people \_\_\_\_\_\_, the storm \_\_\_\_\_\_.  A. had woken up/calmed down  B. woke up/calmed down  C. woke up/had calmed down  D. had woken up/had calmed down  5. Tsunamis \_\_\_\_ when the sea floor suddenly \_\_\_\_\_\_.  A. is caused/move B. was caused/moved  C. has been caused/move D. can be caused/moves | \* **Presentation**:  ***4b. Discuss what you should do in the event of a natural disasters in your area. Use the information from the table above***  ***\* Sample dialogue:***  *A. What should you do to prepare for earthquakes in your areas?*  *B. First, I’ll learn the earthquake plan at my school. Then I’ll learn first aid and put together an emergency supply kit. If I am at home, I will ask my parents to place heavier objects on lower shelves to prevent breakage and personal injury and turn off the gas, water, and electricity.*  *A. What should you do during an earthquake?*  *B. When an earthquake comes, I’ll try to keep calm. If indoors, I’ll* ***drop****to the ground; take****cover****by getting under a sturdy table or other piece of furniture; and****hold on****until the shaking stops.If outdoors, I’ll stay away from buildings, trees, and power lines.*  *A. So what should you do after the earthquake?*  *B. I’ll* ***c****heck myself and others for injuries. Provide first aid for anyone who needs it. If I am at school, I’ll follow the emergency plan or the instructions of the person in charge.* |
| **IV. HOMEWORK (2’)**  - T assigns the homework.  **-** Ss copy their homework.  - T explains it carefully | **III. HOMEWORK**  - Do D1,2,3/P.22,23– W.B.  - Review the lesson. |

**V. Feedback :**

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***Planning date: 03/02/2023 Teaching date: 03/03/2023 (8A,B)***

***Period 74***

**UNIT 9. NATURAL DISASTERS**

**Lesson 6 : Skills 2 (P.33)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- ***Vocabulary*** : Review the lexical items related to the natural disasters.

- ***Language***: Past Tenses.

Passive Voice.

**2. Skills**: - Listen for specific information about a natural disaster in a news report

- Write a news reports on a natural disaster

**3. Attitude and competencies:**

- Know more about the damage and effects of the natural disaster and the ways to report the news about it.

- Understand and actively respond to the way ro reduce the damage of the natural disasters.

- Form and improve such competencies as presentation , collaboration and assessment.

**II. PREPARATIONS:**

**Teacher:**  text books, laptop, projector, the recording.

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Ss may get confused in writing.

- Guide them carefully.

**IV. PROCEDURE:**

|  |  |
| --- | --- |
| **Teacher and Students' activities** | **Contents and Board Display** |
| **I. WARM UP (5’/GW)**  **\* Brainstorming**  T asks ss to work in 2 groups to discuss and write as many effects of a typhoon as possible.  -Ss work in groups to write.  - T checks as class.  - T elicits the lesson. | **UNIT 9. NATURAL DISASTERS**  **Lesson 6 : Skills 2 (P.33)**  **\*Brainstorming**  The effects of a typhoon |
| **II. NEW LESSON**  **I. LISTENING (20’/IW/PW)**  **Act 1. Listen to the news report and correct the following statements.**  - T runs through the statements.  **-** T reminds Ss about listening for key words in statements.  - T plays the recording and ask Ss to correct the statements.  - Ss write their answers on the board.  - T plays the recording again for Ss to check the answers.  **Act 2. Listen again and complete the data chart.**  - T asks Ss to work in pairs to discuss the missing word for each gap from the information they have heard in 1.  - T plays 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. | **I. LISTENING**  **1. Listen to the news report and correct the following statements.**    ***\* 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.  **2. Listen again and complete the data chart.**  **\* Key:**   1. wind 2. homeless   3. Damage 4. flood  5. debris 6. Accommodation |
| **II. Writing.(15’/IW)**  **Act *3. Have you or one of your family members experiences a natural disaster? Make notes about it in the table below. Alternatively, you can write about a natural disaster you have read about.***  - T asks 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.  - Ss share their notes with their partners.  - T may ask some more able Ss to read out their notes to the whole class.  **Act *4a. Use your notes in 3 to write a news report.***  - T reminds Ss that the first and most important thing is always to think about what they are going to write.  - Ss can use the chart in **3** as a model for their report.  - T provides some help with the language necessary for writing.  - Ss write their final version in class in 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. | **II. Writing.**  ***3. Have you or one of your family members experiences a natural disaster? Make notes about it in the table below. Alternatively, you can write about a natural disaster you have read about.***  ***4a. Use your notes in 3 to write a news report.***  **Choose the best answer:**  1. They tried to find \_\_\_\_ from the rain.  A. homes B. places C. shelter D. buildings  2. The volcano could \_\_\_\_ at any time.  A. erupt B. strike C. hit D. rage  3. \_\_\_\_ from the explosion was flying all over the place.  A. Supplies B. Buildings C. Shelter D. Debris  4. Three hundred people were left \_\_\_\_ by the earthquake.  A. destroyed B. rescued C. homeless D. damaged  5. We became \_\_\_\_ by the rising floodwater.We couldn’t move to anywhere else.  A. trapped B. rescued C. reported D. evacuated |
| **III. WRAPPING-UP (3’/IW)**  \*Summarize the main point of the lesson. |  |
| **IV. HOMEWORK (2’)**  - T assigns the homework.  **-** Ss copy their homework.  - T explains it carefully | **\* HOMEWORK**  -Learn the new words.  - Do E1,2/P.24 – W.B.  -Review the lesson. |

**V. Feedback :**

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***Planning date: 03/02/2023 Teaching date: 6/03/2023 (8A,B)***

***Period 75***

**UNIT 9. NATURAL DISASTERS**

**Lesson 7: Looking back and Project (P.34-35)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- ***Vocabulary*** : Review

- ***Language***: Review

**2. Skills**: Reading, speaking and writing about different natural disasters around the world.

**3. Attitude and competencies:**

- Know how to survive in natural disasters and how to protect the environment.

- Understand and actively respond to lexical and grammatical points they’ve learnt in unit 9.

- Form and improve such competencies communication, collaboration and assessment.

**II. PREPARATIONS:**

**Teacher:**  text books, laptop, projector.

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Students may not have enough time to do project.

- Guide them and let them do at home.

**IV. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher and Students' activities** | **Contents and Board Display** |
| **I. WARM UP (3’/PW)**  Free talk about natural disasters | **UNIT 9. NATURAL DISASTERS**  **Lesson 7: Looking back and Project (P.34-35)** |
| **II. NEW LESSON**  **I. Vocabulary: (8’/IW/PW)**  **Act *1.Match the words (1-6) to their definitions (A-F)***  Ss work individually to do exercises.  T asks Ss to compare their answer with their partner  Gives the answers  **Act *2. Use the words from the box in the correct form to complete the sentences.***  Ss do this activity individually then compare their answer with a partner.  T confirms the correct answer. | **I. Vocabulary:**  ***1. Match the words (1-6) to their definitions (A-F)***  ***\*Key:***  1. C 2. F 3. D 4. B 5. A 6. E  ***2. Use the words from the box in the correct form to complete the sentences.***  **\* Key:**  1. evacuated 2. put out 3. take  4. provided 5. scattered |
| **II. Grammar (12’/IW/PW)**  **Act *3. Decide which of the sentences can be changed to passive voice. Write them down. Explain why two of them cannot.***  Ss do this activity individually then compare their answer with a partner.  T confirms the correct answer.  **Act *4. Match the two parts to make complete sentences.***  Ss do this activity individually then compare their answer with a partner.  T confirms the correct answer.  **Act *5a. Imagine five bad things that happened to you yesterday, and write them down.***  T asks Ss to work individually writing down, or inventing five bad things that happened to them yesterday.  - Ss share the sentences with a partner.  **Act *5b .Work in groups. Add time clauses to your sentences as the following examples. Remember to use the past perfect.***  - Ss work in groups.  -T reminds them to add time clauses and use the past perfect with their sentences.  - Each student takes turns to say out their sentences to the members of their group.  -T goes around to provide help. | **II. Grammar**  ***3. Decide which of the sentences can be changed to passive voice. Write them down. Explain why two of them cannot.***  **Key:**  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 *is* 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 *arrive* is not a transitive verb.  ***4. Match the two parts to make complete sentences.***  **Key:**  1. d 2. f 3. a 4. b 5. c 6. e  ***5a. Imagine five bad things that happened to you yesterday, and write them down.***    ***5b .Work in groups. Add time clauses to your sentences as the following examples. Remember to use the past perfect.***   * ***Example:***   When I woke up yesterday morning somebody had stolen my bike. |
| **III. Communication (7’/PW)**  **Act *6.Read the news headlines. In pairs, use the expressions from the box in Getting started to respond to them.***  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.  **Finish! Now I can…**  Ss complete the self-assessment. Identify any difficulties and weak areas and provide further practice. | **III. Communication**  ***6.Read the news headlines. In pairs, use the expressions from the box in Getting started to respond to them.***   * ***Example:***   A: It says here that a six-year-old girl was rescued from a forest fire by her pet dog.  B: Wow! That’s amazing!  **Finish! Now I can…** |
| **IV. Project (10’)**  **A HELPING HAND**  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.  **-**  T asks Ss to work in groups discussing how to work out a plan to help the victims of a natural disaster for their teams.  - Ss can do the project as homework.  - Teacher guides and sets this activity as homework. | **IV. Project**  **A HELPING HAND**  ***\* 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 |
| **III. WRAPPING-UP (3’/IW)**  \*Summarize the main point of the lesson. | **Choose the best answer:**  1. The town was \_\_\_\_ by \_\_\_\_.  A. scattered /a landslide B. damaged/andslide  C. destroyed/ a landslide B. sheltered/landslide  2. You should become \_\_\_\_ with the guidelines for \_\_\_ because disasters can happen at any time.  A. familiar/evacuation B. similar/shelter  C. used/emergency D. used/evacuation  3. Villagers \_\_\_\_ before the volcano \_\_\_\_\_\_.  A. had already evacuated/had erupted  B. had already evacuated/erupted  C. had already been evacuated/erupted  D. were already evacuated/had erupted |
| **IV. HOMEWORK (2’)**  - T assigns the homework.  **-** Ss copy their homework.  - T explains it carefully | **III. HOMEWORK**  - Review the lesson.  **-** Do Project |

**V. Feedback :**

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