**UNIT 2 : LIFE IN THE COUNTRYSIDE**

**Lesson 1: GETTING STARTED**

**Period**: **9**

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| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **8D** |  |  |
| **8E** |  |  |

**I. OBJECTIVES**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Vocabulary to talk about about *Life in the countryside: havest, combine havester, paddy field, herd, plough, load, unload.*

**\* Pronunciation:**

- Pronounce the new words correctly: *havest, combine havester, paddy field, herd, plough, load, unload.*

+ pronounce the sounds **/ə/** and **/ɪ/** correctly in words and sentences;

**\* Grammar:**

- Use the comparative forms of adverbs

**2. Competencies:**

**a. General competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Develop communication skills and enhance awareness of preserving the culture

- Be co-operative and supportive in pair work and teamwork.

- Actively join in class activities.

**b. Specific competencies:**

- Use vocabulary to talk about *Life in the countryside*

- Asking and answering questions about life in the city and the countryside

- pronounce the sounds **/ə/** and **/ɪ/** correctly;

- read for general and specific information about life in different areas

- talk about in the city and the countryside;

**3. Qualities:**

- Develop awareness of living environment

- Be concerned to the surrounding world.

- Develop self-study skills.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |
| --- | --- |
| **ACTIVITY 1: WARM-UP (5’- GW/PW/IW)**  **1. Aim:**  - To create an active atmosphere in the class before the lesson;  - To lead into the new unit.  **2. Content:**  - Have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new class.  **3. Products:**  - Interest and concentration of Sts on the class activities.  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  **+ Greeting**  +Do some warm up activities before Ss open their books.  ***+*** *Teacher* ***(T)*** *shows some pictures about life in the countrside.*  - Look at some pictures and answer the questions :  *+ What are they doing?*  *+ Where are they?*  *+ Is it in the countryside or in the city?*  - Then ask Ss to decide which leisure activities are common in the countryside and why.  - Lead into the new unit. Write the unit title Life in the Countryside on the board.  - Ask Ss to guess what they are going to learn about in this unit. Then ask Ss to brainstorm words and phrases describing activities that often take place in the countryside. For strong classes, encourage Ss to compare the countryside and the city.  + Students **(Ss)** listen and learn how to do the tasks.  **- Students** Open the book and write the tittle of the lesson.  **Step 3: Report and discussion**  - Sts work in group to discuss  - Sts join in the discussion  **Step 4: Judgement**  - T summarizes the discussion and leads to Activity 2. | **+ Greeting**  **Chatting** |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15'-PW/IW/GW)**  **1. Aim:**  To set the context for the introductory dialogue; To introduce the topic of the unit.  **2. Content:**  Learn some new words. Read the conversation and find out new words. Focus on topic of the lesson, grammar points…  Listen and read the conversation.Answer the question.  **3. Products:**  Knowing more new words. Understanding the conversation; topic of the lesson, grammar points…  Understanding more the content of the conversation.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T sets the scene/ context for the listening and reading.  **Step 2: Task performance**  **Task 1. Listen and read :** LAST SUMMER HOLIDAY  - Teacher explains the meaning of the new vocabulary by pictures.  - Teacher reveals that the words corresponding to the pictures will appear in the reading text and asks students to open their textbook to find these words.  **\* Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + Teacher introduces the vocabulary by:  - providing the pictures  - eliciting the definition of the words  + Teacher do the “Rub out and remember” checking technique.  *Set the context:* have Ss look at the conversation and the picture and answer some questions,  e.g. *Where are the people in the picture? Who are they? What are they doing? What are the vehicles in the picture?*  - Encourage Ss to give answers, but do not confirm whether their answers are right. Ask them to talk a bit about the activities people in the countryside do.  + Play the recording twice for Ss to listen and read along. Then ask some pairs of Ss to read the dialogue aloud.  *- Refer to the questions previously asked. Confirm the correct answer: They are in a paddy field. They are harvesting rice. They are a combine harvester and a truck.*  Students Take note  **Task 2. Read the conversation again and choose the correct answer to each question.**  + Have Ss read the dialogue in detail to answer the questions. + Ask them how to do this kind of exercise.  + Explain the strategies, if necessary (e.g*. reading the questions and the options [A, B, C), underlining the key words in the questions and options, locating the key words in the text, and then reading that part and answering the questions).*  + Ask Ss to underline parts of the dialogue that help them with the answers. Set a strict time to ensure Ss quickly read the text for information. - Ask Ss to compare their answers in pairs before sharing them with the class. Ask them to give evidence to support their answers.  **.**  **Step 3: Report and discussion**  - Sts write down the new vocabulary  - T asks, Sts answer some more questions about the conversation  **Step 4: Judgement**  - T gives feedback on the reaction of Sts | **Task 1. Listen and read :** LAST SUMMER HOLIDAY  \* Vocabulary  **1**. harvest (v) **gặt hái, thu hoạch**  **2.** combine harvester (n)  **máy gặt**  3. herd (v) **chăn trâu, bò**  4. paddy fields (n) **ruộng lúa**  **Task 2. Read the conversation again and choose the correct answer to each question.**  **\* Key:**  **1. A 2. B 3. C 4. C** |
| **ACTIVITY 3: PRACTICE (20' - GW/PM/IM)**  **1. Aim**:  To help Ss use words and phrases related to farm work in the countryside;  - To help Ss further understand the text.  **2. Content**:  Choose the correct answer; Complete the sentences.  Match the activities with the correct pictures  **3. Products**:  Ss understand more the use of words. Know more the words  Ss understand the content of the conversation and know the vocabulary related to the topic.  **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T let Sts learn Task 3 – Getting Started - Unit 2  **Step 2: Task performing**  **Task 3. Complete the sentences with the words and phrases from the box**  - First, have Ss work independently. - Ask them to share their answers with one or more partners. - T can ask for translation of some of the words and phrases in the box to check their understanding. - If there is enough time, T can ask some Ss to write their answers on the board. - Check the answers as a class. - With a stronger class, ask Ss to make some example sentences with the words and phrases they have learnt.  **Task 4. Match the activities (1 - 6) that people living in the countryside often do with the pictures (a - f).**  - Ask Ss to name the pictures. - Have Ss work individually to match the phrases in the box with the pictures. Have them compare their answers with a partner. - Then ask for Ss' answers. Quickly write their answers on the board without confirming the correct answers. - Ask other Ss to look at the answers on the board and say if they are right or wrong. Confirm the correct answers. - Have some Ss practise saying the phrases again.  **Task 5. Work in pairs. Ask and answer about the pictures in 4.**  + Model this activity with a strong student. Remind Ss that they should only use the phrases and the pictures in 4 to ask and answer about activities that rural people often do. + Ask Ss to work in pairs. T goes round to help weaker Ss. Then, call on ssome Ss to ask and answer before the class.  + Comment on their performance.  **Step 3: Report and discussion**  - Ss work independently  - Share the answers  **Step 4: Judgement**  - T gives feedback on the answers. | **Task 3. Complete the sentences with the words and phrases from the box**  \* Key:  **1.** load  **2.** combine harvester  **3.** herd  **4.** paddy field  **5.** harvest time  **Task 4. Match the activities (1 - 6) that people living in the countryside often do with the pictures (a - f).**  **\* Key:**  **1. d 2.a 3. f 4.e 5. b 6. c**  **Task 5. Work in pairs. Ask and answer about the pictures in 4.**  **\* Example:**  ***A.*** *What are they doing in picture a?*  ***B.*** *They’re ploughing a filed* |
| **ACTIVITY 4: APPLICATION (5' - WC)**  **1. Aim**:  To consolidate what Ss have learnt in the lesson.  To review the lesson and prepare for the next lesson.  To give Home assigment  **2. Content**:  Home assigment  **3. Products**:  Know more some words about hobbies  Take note Home assigment  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - Ask one or two Ss to tell the class what they have learnt.  - Ask Ss to say some words / phrases and grammar points they remember from the lesson. Tell Ss that they will learn these language points in the following lessons.  **-** Home assigment  **Step 2: Task performance**  -T asks Ss to talk about what they have learnt in the lesson.   * T let Sts take note the home assigments.   **Step 3: Report and discussion**  - T says something about the class time.  -**Step 4: Judgement**  T gives feedback and requires Sts do homework. | **\* Home assigments:**  - Do more exercises in workbook. |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….**  **……………………………………………………………………………………………….**  **………………………………………………………………………………………………..** | |

**UNIT 2: LIFE IN THE COUNTRYSIDE**

**Lesson 2: A CLOSER LOOK 1**

**Period**: **10**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **8D** |  |  |
| **8E** |  |  |

**I. OBJECTIVES**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Vocabulary to talk about about *Life in the countryside: cattle (n) , poultry (n) , crop (n) , vast (adj) , hospitable (adj), picturesque (adj)*

**\* Pronunciation:**

- Pronounce the new words correctly: *cattle (n) , poultry (n) , crop (n) , vast (adj) , hospitable (adj), picturesque (adj)*

+ pronounce the sounds **/ə/** and **/ɪ/** correctly in words and sentences;

**\* Grammar:**

- Use the comparative forms of adverbs

**2. Competencies:**

**a. General competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Develop communication skills and enhance awareness of preserving the culture

- Be co-operative and supportive in pair work and teamwork.

- Actively join in class activities.

**b. Specific competencies:**

- Use vocabulary to talk about *Life in the countryside*

- Asking and answering questions about life in the city and the countryside

- pronounce the sounds **/ə/** and **/ɪ/** correctly;

- read for general and specific information about life in different areas

- talk about in the city and the countryside;

**3. Qualities:**

- Develop awareness of living environment

- Be concerned to the surrounding world.

- Develop self-study skills.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |
| --- | --- |
| **ACTIVITY 1: WARM-UP (5’- GW/PW/IW)**  **1. Aim:**  - Revise the old lesson.  **-** Do some activities to creat a friendly and relaxed atmostphere to warm up to the new lesson…  **2. Content:**  - Have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new class.  - **Guessing game**  **3. Products:**  - Interest and concentration of Sts on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - Having a chance to speak English and focus on the topic of the lesson..  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  **+ Greeting**  **+ Matching game:**  *- T gives out the handouts and divides the class into 10 groups and explains the rules.*  *- Ss match the given words to the pictures and they have to send one to stick the handout onto the board as quickly as possible.*  *- Teacher shows students the answer on the screen and announces the winning group.*  *- T sets the context for the lesson.*  - Show some pictures of the activities in the countryside that Ss learnt in the previous lesson. Have some Ss say the activities. Lead into this lesson which focuses on action verbs and the sounds **/ə/** and **/ɪ/** .  **- students** Open the book and write the tittle of the lesson.  **Step 3: Report and discussion**  - Sts join in the discussion  **Step 4: Judgement**  - T summarizes the discussion and leads to Activity 2. | **+ Greeting ; - T\_Ss.**  **+ Matching game:**  ***\* Suggested answers:***  **1**. cattle (n)  **2.** vast (adj)  **3**. crop (n)  **4**. hospitable (adj)  **5.** poultry (n)  **6**. picturesque (adj) |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15'- PW/GW/IW)**  **1. Aim:**  To present some nouns that go with action verbs to describe activities which rural people often do.  To teach Ss new adjectives for describing people and scenes in the countryside.  **2. Content:**  Learn some new words . Noun go with action verbs.  Do the matching  **3. Products:**  Knowing more new words. Students know how to use the target vocabulary.  Students learn how to use the nouns go with verbs  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T sets the scene/ context for the reading and vocabulary learning  - T ask the whole class to do the Tasks in A Closer Look 1  **Step 2: Task performance**  **Task 1. Circle the correct words to complete the sentences.**  **\* Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + Teacher introduces the vocabulary by:  - providing the pictures  - eliciting the definition of the words  + Teacher do the “Rub out and remember” checking technique.  \*\* Have Ss read each sentence and choose the suitable noun that goes with the action verb before it. - Let Ss work in pairs to compare their answers before sharing their answers. - Check and confirm the correct answers. With a strong class, have 5s add one or more nouns that  **Task 2.**  **Match the following adjectives with their definitions**  - Have Ss quickly match the adjectives in the left column with their meanings in the right column individually. - Then ask Ss to check their answers with their partners. Ask for translation of some of the adjectives on the list to check their understanding. - If there is enough time, T can ask some Ss to write their answers on the board. - Confirm the correct answers. With a stronger class, ask Ss to make some examples with the adjectives they have learnt. **Step 3: Report and discussion**  - Sts write down the new vocabulary  - T asks, Sts answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Sts | **Task 1. Circle the correct words to complete the sentences.**  ***\* New words:***  **1.** cattle (n) gia súc  **2.** poultry (n) gia cầm  **3.** crop (n) hoa màu  **4.** vast (adj) mênh mông  **5.** hospitable (adj) hiếu khách  **6.** picturesque (adj) đẹp như tranh vẽ    **\* Key:**  **1**. cattle **2**. fruit **3**. crops **4.** unloaded **5**. catching  **Task 2.**  **Match the following adjectives with their definitions**  **\* Key:**  **1. c**  **2. d**  **3. e**  **4. b**  **5. a** |
| **ACTIVITY 3: PRACTICE (20' - GW/PW/IW)**  **1. Aim**:  To help Ss use adjectives for describing people and scenes in the countryside in specific contexts.  To help Ss identify how to pronounce the sounds /ə/ and /ɪ/  - To help Ss practise pronouncing these sounds in words.  **2. Content**:  Complete the sentences with the words from **2**.  Listen and reapeat the words. Practice the sentences. Underline the bold words..  **3. Products**:  Students learn how to use the nouns go with verbs.  Students repeats the words correctly  **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T let Sts learn Task3- 4-5 – A Closer look 1  **Step 2: Task performing**  **Task 3. Complete the sentences with the words from 2.**  - Ask Ss to do the exercise individually and then check with the whole class. When checking, ask Ss to refer to 2 to make the meanings of the adjectives clearer to them.  - Teacher checks the answers as a class and gives feedback.  **Task 4. Listen and repeat the words. Pay attention to the sounds /ə/ and /ɪ/.**  Have some Ss read out the words first. Then play the recording for them to listen and repeat the words they hear. Ask them to pay close attention to the two sounds.Play the recording as many times as necessary.  **Task 5. Listen and practise the sentences. Underline the bold words with /ə/, and circle the bold words with /ɪ/.**  - Have Ss quickly read the sentences. Now play the recording for Ss to listen to the sentences. Ask them to pay attention to the underlined parts and tick the appropriate sound. - Invite some Ss to share their answers. Confirm the correct ones. - Play the recording again for Ss to repeat the sentences. - Have Ss practise the sentences in pairs. Invite some pairs to read the sentences aloud. Comment on their pronunciation of the sounds. **Step 3: Report and discussion**  - Ss work independently  - Share the answers  **Step 4: Judgement**  - T gives feedback on the answers and studying attitucde of Sts in class. | **Task 3. Complete the sentences with the words from 2.**  \* Key:  *1. hospitable*  *2. well-trained*  *3. picturesque*  *4. vast*  *5. surrounded*  **Task 4. Listen and repeat the words. Pay attention to the sounds /ə/ and /ɪ/.**  **\* Audio script - Track 3:**    **Task 5. Listen and practise the sentences. Underline the bold words with /ə/, and circle the bold words with /ɪ/.**  **\* Suggested outcome:**  **1.** There is a lot of **water in** the bottle.  **2.** The **farmers** here are **hard-working**. **3**. They are **picking** fruits in the **orchard**.  **4.** People in my **village** usually **gather** at weekends. **5.** Please buy some **milk** and **pasta** at the supermarket. |
| **ACTIVITY 4: APPLICATION (5' -WC)**  **1. Aim**:  To consolidate what students have learnt in the lesson.  To reactivate the knowledge that students have gained  **2. Content**:  Make sentences using the new words and structures  Home assigment  **3. Products**:  Know more some words about community service  Take note Home assigment  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - Ask one or two Ss to tell the class what they have learnt.  - Ask Ss to say aloud some words they remember from the lesson and make sentences with them  **-** Home assigment  **Step 2: Task performance**  - Teacher summarizes the lesson   * T let Sts take note the home assignment   **Step 3: Report and discussion**  - T asks, Sts answer about volunteer work  -**Step 4: Judgement**  T gives feedback and requires Sts do homework. | **\* Home assigment:**  - Remember some new words.  - Do more exercises in workbook. |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….**  **……………………………………………………………………………………………….**  **………………………………………………………………………………………………..** | |

**UNIT 2: LIFE IN THE COUNTRYSIDE**

**Lesson 3: A CLOSER LOOK 2**

**Period**: **11**

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| **Class** | **Date of teaching** | **Attendance** |
| **8D** |  |  |
| **8E** |  |  |

**I. OBJECTIVES**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Vocabulary to talk about about *Life in the countryside.*

**\* Pronunciation:**

- Pronounce the new words correctly.

**\* Grammar:**

- Use the comparative forms of adverbs

**2. Competencies:**

**a. General competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Develop communication skills and enhance awareness of preserving the culture

- Be co-operative and supportive in pair work and teamwork.

- Actively join in class activities.

**b. Specific competencies:**

- Use vocabulary to talk about *Life in the countryside*

- Asking and answering questions about life in the city and the countryside

- pronounce the sounds **/ə/** and **/ɪ/** correctly;

- read for general and specific information about life in different areas

- talk about in the city and the countryside;

**3. Qualities:**

- Develop awareness of living environment

- Be concerned to the surrounding world.

- Develop self-study skills.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **ACTIVITY 1: WARM-UP (5’- GW/PW/IW)**  **1. Aim:**  **-** To create an active atmosphere in the class before the lesson;  - To lead into the new lesson.  **2. Content:**  - Review the previous lesson or have somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  **3. Products:**  - Interest and concentration of Sts on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - Having a chance to speak English and focus on the topic of the lesson..  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** |
| **Step 1: Task delivering**  - **game**  **Step 2: Task performance**  **+ Greeting**  **+ Making comparison**  - Teacher shows the pictures on the screen.  - Teacher asks students to make comparative sentences to describe the difference between the 2 pictures.  - Teacher gives some follow-up questions to lead in the introduction of the target grammar point.  - Teacher sets the context for the lesson.  ***+*** *Teacher* ***(T)*** *asks Ss some questions about the previous lessons,*  *- T may introduce some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new class…*  *- T encourages Ss to talk in English as much as possible*  *- Tell them that today they are going to learn some more verbs to describe likes and dislikes. Lead to the lesson.*  + Introduce the objectives of the lesson. Write the objectives in the left corner of the board.  **- students** Open the book and write the tittle of the lesson.  **Step 3: Report and discussion**  - Sts join in the discussion and do as required  **Step 4: Judgement**  - T summarizes the discussion and leads to Activity 2. | | **+ Greeting ; T\_Ss.**  ***Questions:***  **1.** Who lives faster than the other: people in the countryside or people in the city?  **2.** Who lives more peacefully than the other: people in the countryside or people in the city?  ***Suggested answers:***  **1.** People in the countryside live more slowly than people in the city.  2. People in the countryside live more peacefully than people in the city. |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15'- PW/IW/GW)**  **1. Aim:**  To help ss identify the verbs that go with only gerunds and those that go with both gerunds and to-infinitives.  To teach Ss the comparative forms of some adverbs that Ss normally use in everyday conversations  **2. Content:**  To teach grammar.  **\* Tương tự như với tính từ, trạng từ chia thành 2 loại:** **Trạng từ ngắn** **và trạng từ dài**  **1.1. Trạng từ ngắn (Short adverbs):** - Là những trạng từ có một âm tiết (*one syllable*)  **Eg:** :  hard, fast, late, far, early, soon …  - She runs **fast.**  **1.2. Trạng từ dài (Long adverbs):** Là những trạng từ có 2 âm tiết trở lên (*two syllable*). + Là những trạng từ có đuôi + ly:  **Eg:** :  slowly, carefully, quickly, interestingly,…   * My father drives **carefully.**   **1.3 Form :** 1- For most adverbs (often with two or more syllables), we make comparative forms by adding ***more*.**  Examples:  + **adding more:** slowly → more slowly ; carefully → more carefully  2. For adverbs that have the same forms as adjectives like fast, hard, soon, etc., we make comparative forms by adding **-*er***.  **2. adding -er:**  fast → faster ; hard→ harder  **3. Some irregular adverbs**  well → better ; badly → worse  **2. Comparative adverbs  (So sánh hơn với trạng từ):**  Short Adv**: S + V + adv*+ er + than* + Noun/ Pronoun**  Long Adv**:   S + V + *more/ less + adv + than* + Noun/ Pronoun**  **Eg:** - They work **harder than** I do/ me.  - A horse can run **faster than** a buffalo.  - Mai dances **more beautifully** than Hoa does.  *\* Expected outcomes:*Students know how to form and use ***comparative forms of adverbs.***  **To help Ss practise the correct comparative forms of adverbs in sentences**  **3. Products:**  Students know how to use the target grammar.  Ss practise using the form and use of *the comparative forms of adverbs.*  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  - T sets the scene/ context for the listening and reading.  - T ask the whole class to do the Tasks in A Closer Look 2  **Step 2: Task performance**  **Task 1. Work individually and whole class .Write the compatative forms of adverbs :**  **+ Write the compatative forms of adverbs :**  - Ask Ss to do the exercise individually and then check their answer in pairs. - Choose two Ss and ask them to stand up. Ask them, *How long does it take you to run 100 metres?* After the two Ss have given their answers;  - T asks the class: A can run 100 metres in... seconds and B can run 100 metres in... seconds, so *who runs more slowly?* After Ss say which student runs more slowly in either Vietnamese or English, T introduces the subject of the lesson: comparative adverbs and asks for the equivalent in Vietnamese ***(Cấp so sánh hơn của trạng từ).*** + Focus Ss' attention on comparative forms by saying: The buses run every 15 minutes. The trains run every 30 minutes. So, the buses run more often than the trains.  + Explain that like comparative adjectives, comparative adverbs are constructed in several different ways in English, and that some of those ways are presented in the **Remember! box.**  + Briefly explain to them that they can make comparative forms for most adverbs (often with two or more syllables), by adding the word **more.** Explain that they can make comparative forms by adding the ending **-er** for adverbs that have the same forms as adjectives like fast, hard, soon, etc.  + Remind Ss to learn by heart the irregular adverbs like well, badly, etc. ***+ Invite some Ss to*** **+ Write the compatative forms of adverbs :**  - Ask Ss to do the exercise individually and then check their answer in pairs. - Choose two Ss and ask them to stand up. Ask them, *How long does it take you to run 100 metres?* After the two Ss have given their answers;  - T asks the class: A can run 100 metres in... seconds and B can run 100 metres in... seconds, so *who runs more slowly?* After Ss say which student runs more slowly in either Vietnamese or English, T introduces the subject of the lesson: comparative adverbs and asks for the equivalent in Vietnamese ***(Cấp so sánh hơn của trạng từ).*** + Focus Ss' attention on comparative forms by saying: The buses run every 15 minutes. The trains run every 30 minutes. So, the buses run more often than the trains.  + Explain that like comparative adjectives, comparative adverbs are constructed in several different ways in English, and that some of those ways are presented in the **Remember! box.**  + Briefly explain to them that they can make comparative forms for most adverbs (often with two or more syllables), by adding the word **more.** Explain that they can make comparative forms by adding the ending **-er** for adverbs that have the same forms as adjectives like fast, hard, soon, etc.  + Remind Ss to learn by heart the irregular adverbs like well, badly, etc. ***+ Invite some Ss to share their answers. Confirm the correct answers.***  **Task 2. Complete the sentences with the comparative forms of the adverbs in brackets**  - Have Ss do these exercises individually and then compare their answers with a partner. Ask some 5s to write their answers on the board. Check the answers with the whole class. Ask Ss to explain how to make the comparative form of the adverb given in each sentence. Confirm the correct answers.  Invite some ss to write their answers on the board.  - Check the answers with the whole class.  - Confirm the correct answers.  **Step 3: Report and discussion**  - Sts write down the new vocabulary  - T asks, Sts answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Sts | **Task 1. Work individually and whole class .Write the compatative forms of adverbs :**  ***\* Answer key:***   |  |  | | --- | --- | | **Adverbs** | **Comparative forms** | | long | longer | | high | higher | | late | later | | quickly | more quickly | | frequently | more frequently | | early | earlier | | much | more | | little | less |   **Task 2. Choose the correct answer A, B, or**  ***\* Keys:***  **1.** more beautifully **2.** more clearly **3.** faster **4.** harder **5.** more heavily | |
| **ACTIVITY 3: PRACTICE (20' - GW/PW/IW)**  **1. Aim**:  To teach Ss the comparative forms of some adverbs that Ss normally use in everyday conversations.  To give Ss further practice with comparative adverbs in situations.  **2. Content**:  To give Ss further practice with comparative adverbs in situations.  **3. Products**:  Ss practise using the form and use of *the comparative forms of adverbs*  **4. Implementation**: | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  - T let Sts study the examples, consume the rules and do the exercises  **Step 2: Task performing**  **Task 3. Complete the sentences with the comparative forms of the adverbs in brackets**  - Have Ss do these exercises individually and then compare their answers with a partner. Ask some 5s to write their answers on the board. Check the answers with the whole class. Ask Ss to explain how to make the comparative form of the adverb given in each sentence. Confirm the correct answers.  Invite some ss to write their answers on the board.  - Check the answers with the whole class.  - Confirm the correct answers.  **Task 4. Complete the sentences with suitable comparative forms of the adverbs from the box.**  - Have Ss read the situations carefully. If necessary, T may explain each situation to Ss. Ask Ss to complete the sentences individually first and then compare their answers with a partner. - Ask some Ss to write their answers on the board. - Check the answers with the whole class. Confirm the correct answers.  - Comment on their answers.  ***\* Teacher corrects for students as a whole class***  **Step 3: Report and discussion**  - Ss work independently  - Share the answers  **Step 4: Judgement**  - T gives feedback on the answers and studying attitude of Sts in class. | **Task 3. Complete the sentences with the comparative forms of the adverbs in brackets**  \* **Key:**  ***1.*** *more carefully*  ***2****. faster*  ***3.*** *more quietly*  ***4****. more soundly*  ***5.*** *earlier*  **Task 4. Complete the sentences with suitable comparative forms of the adverbs from the box.**  ***1.*** *The red car can run faster than the black car.*  ***2.*** *Nick can jump higher than Tom.*  *3. Mai did better on the exam than Hoa.*  ***4.*** *The workers arrived earlier than my dad expected.*  ***5.*** *The buses run more frequently than the trains.* | |
| **ACTIVITY 4: APPLICATION (5' - WC)**  **1. Aim**:  To help Ss revise all they have learnt.  To give Home assigment  **2. Content**:  Make sentences using the the past simple.  Home assigment  **3. Products**:  Review the old lesson  Take note Home assigment  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering (Home assignment)**  - Ask one or two Ss to tell the class what they have learnt.  - T asks some Ss to give a sentence about themselves, using the past simple .  **-** Home assigment  **Step 2: Task performance**  - Teacher summarizes the lesson  - T lets Sts take note the home assignment  **Step 3: Report and discussion**  - T asks, Sts answer about leisure activities  -**Step 4: Judgement**  T gives feedback and requires Sts do homework. | **\* Home assigment:**  - Remember the use the prepositions of time and place.  - Do more exercises in workbook. | |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….**  **……………………………………………………………………………………………….**  **………………………………………………………………………………………………..** | | |

**UNIT 2: LIFE IN THE COUNTRYSIDE**

**Lesson 4: COMMUNICATION**

**Period**: **12**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **8D** |  |  |
| **8E** |  |  |

**I. OBJECTIVES**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Vocabulary to talk about about *Life in the countryside.*

**\* Pronunciation:**

- Pronounce the new words correctly.

**\* Grammar:**

- Use the comparative forms of adverbs

**2. Competencies:**

**a. General competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Develop communication skills and enhance awareness of preserving the culture

- Be co-operative and supportive in pair work and teamwork.

- Actively join in class activities.

**b. Specific competencies:**

- Use vocabulary to talk about *Life in the countryside*

- Asking and answering questions about life in the city and the countryside

- pronounce the sounds **/ə/** and **/ɪ/** correctly;

- read for general and specific information about life in different areas

- talk about in the city and the countryside;

**3. Qualities:**

- Develop awareness of living environment

- Be concerned to the surrounding world.

- Develop self-study skills.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |
| --- | --- |
| **ACTIVITY 1: WARM-UP (5’- GW/PW/IW)**  **1. Aim:**  - To revise the old lesson.  - To lead in the targeted vocabulary and pronunciation.  **2. Content:**  Review the previous leson or have somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson  **3. Products:**  - Interest and concentration of Sts on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - Developing the language skills by asking and answering questions about themselves.  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  **+ Greeting**  ***+*** *Teacher* ***(T)*** *asks Ss some questions about the previous lessons,*  *- T may introduce some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new class…*  *- T encourages Ss to talk in English as much as possible*  \*\* T ask some Ss to make comparisons about themselves, using comparative adverbs.  - Introduce the objectives of the lesson: learning how to invite and respond to compliments.  + Students **(Ss)** listen and learn how to do the tasks.  **- students** Open the book and write the tittle of the lesson.  **Step 3: Report and discussion**  - Sts join in the discussion and do as required  **Step 4: Judgement**  - T summarizes the discussion and leads to Activity 2. | **+ Greeting** |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15'- PW/ IW/GW)**  **1. Aim:**  **EVERYDAY ENGLISH**  **Giving and responding to compliments**  To introduce ways of inviting and respond to compliments.  To help ss practise inviting and respond to compliments.  To help practise giving and responding to compliments.  **2. Content:**  Listen and read the conversation. Learn how to invite and respond to compliments.  To provide Ss with practice in giving a presentation about the similarities and differences between two places. **3. Products:**  To make similar conversations to practice giving and responding to compliments ;  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T sets the scene/ context to reading and listening  - T ask the whole class to do the Tasks in Communication  **Step 2: Task performance**  **Task 1. Listen and read the conversation. Pay attention to the highlighted sentences**  **\*** T elicits the dialogues.  - Play the recording for ss to listen and read two dialogues at the same time. Ask ss to pay attention to the question and answer.  - Have ss practise the dialogues in pairs. Call on some pairs to practise the dialogues in front of the class.  ***\* Teacher checks students’ understanding by asking some checking questions.***  **Task 2. Work in pairs. Make similar conversations to practice giving and responding to compliments, using the cues below.**  - Ask Ss to work in pairs to make similar dialogues with the given cues.  - Move around to observe and provide help. Call on some pairs to practise in front of the class. Comment on their performance.  **Step 3: Report and discussion**  - T asks, Sts answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Sts | **Task 1. Listen and read the conversation. Pay attention to the highlighted sentences**  1/\*Tom: What a beautiful kite you have , Mai ?  **Mai :** Thank you ,Tom. My Dad made it for me last weekend.  **2/ Nick:** You really have a nice dress, Hoa?  **Mark:** I’m glad you like it, Nick. I think its colour really suits me.  **Task 2. Work in pairs. Make similar conversations to practice giving and responding to compliments, using the cues below.**   * **A shirt** * **A bicycle** * **A school bag** |
| **ACTIVITY 3: PRACTICE (20' - GW/PW/IW)**  **1. Aim**:  To helps Ss learn about two traditional villages in Viet Nam and Netherland;  To help Ss develop their reading skill for specific information (scanning)  To provide Ss with practice in giving a presentation about the similarities and differences between two places.  To provide Ss with practice in asking and answering about the places Ss would like to visit.  **2. Content**:  To make similar conversations to practice giving and responding to compliments ;  Read the adverts for the two beautiful villages; Take turns to talk about the similarities and differences between Duong Lam and Hollum.  Ask and answer about the places Ss would like to visit.  **3. Products**:  Students know how to use the structures to giving and responding to compliments.  Students’ conversations. Report the group’s answers  **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T let Sts study the examples, consume the rules and do the exercises  **Step 2: Task performing**  **Task 3. Read the adverts for the two beautiful villages. Tick the boxes to show which village the statements describe. Sometimes both boxes need to be ticked.**  - Have Ss read the instructions to understand what they are going to do. Remind them that they have to read each statement in the table and then read the two adverts to scan for the necessary information to help them tick the correct boxes.  - Give Ss time to read the two adverts and tick the boxes in the table. After that, get them to swap answers in pairs.  - Go around and offer help, if necessary.  - Check the answers as a class.  **Task 4. Work in groups. Take turns to talk about the similarities and differences between Duong Lam and Hollum.**  - Teacher introduces some words or phrases that are often used to talk about the similarities and differences, such as: *both, also, too, like, as, unlike, but, however, etc.* and give examples to illustrate.  - Have Ss work in groups, taking turns to talk about the similarities and differences between the two  villages. T may go round to observe. T should encourage Ss to say as many sentences as possible. Ask Ss not to interrupt their group members while they are speaking in order to correct their errors. Tell them to correct only common errors after their group members have finished speaking.  - Call on some Ss to give the presentation to the whole class. After each student finishes his or her  presentation, invite comments from other Ss on his or her clarity, language, and fluency.  **Task 5. Work in pairs. Which village in 3 would you like to visit for a holiday? Explain your choice to your partner.**  - Have students work in pairs, asking and answering questions about the villages they would like to visit. T goes around and corrects mistakes or gives help when necessary. Encourage Ss to ask more questions.  - Call on some pairs to perform the task in front of the class. T and other Ss listen and make comments.  ***\* Teacher corrects students as going around while they’re practising.***  **Step 3: Report and discussion**  - Ss work independently and in groups  - Share the answers  **Step 4: Judgement**  - T gives feedback on the answers and studying attitude of Sts in class. | **Task 3. Read the adverts for the two beautiful villages. Tick the boxes to show which village the statements describe. Sometimes both boxes need to be ticked.**  ***Suggested answers:***   |  |  |  | | --- | --- | --- | | **Statements** | **Duong Lam** | **Hollum** | | 1. It’s an ancient village. | ✔ | ✔ | | 2. We can visit an ancient pagoda, traditional houses, and temples in this village. | ✔ |  | | 3. We can get there by plane or ferry. |  | ✔ | | 4. We can go there by car, bus, or bike. | ✔ |  | | 5. It has a lighthouse. |  | ✔ |   **Task 4. Work in groups. Take turns to talk about the similarities and differences between Duong Lam and Hollum.**  **- T\_ Ss.**  **\* Example:**  -Duong Lam and Hollum are both ancient villages, …  **Task 5. Work in pairs. Which village in 3 would you like to visit for a holiday? Explain your choice to your partner.**  **\*** Questions:  + Which village would you like to visit for holiday?  - Duong Lam , of course!  + Why?  - Because I love watching the locals making specialities and ….. |
| **ACTIVITY 4: APPLICATION (5'-WC )**  **1. Aim**:  To consolidate what Ss have learnt in the lesson.  To give Home assigment  **2. Content**:  Revision of the lesson  Home assigment  **3. Products**:  Review the old lesson  Take note Home assigment  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - T summarizes the lesson and let Sts tell what the have learnt  T asks Ss to talk about what they have learnt and ticked the objectives they can do in the lesson.  **-** Home assigment  **Step 2: Task performance**  - Teacher summarizes the lesson  - T has Ss tell what they have learnt  - T lets Sts take note the home assignment  **Step 3: Report and discussion**  - T asks, Sts answer about community service  -**Step 4: Judgement**  T gives feedback and requires Sts do homework. | **\* Home assigment:**  - Do more exercises in workbook.  - Prepare new lesson. **SKILLS\_1** |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….**  **……………………………………………………………………………………………….**  **………………………………………………………………………………………………..** | |

**UNIT 2: LIFE IN THE COUNTRYSIDE**

**Lesson 5: SKILLS 1**

**Period**: **13**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **8D** |  |  |
| **8E** |  |  |

**I. OBJECTIVES**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Vocabulary to talk about about *Life in the countryside.*

**\* Pronunciation:**

- Pronounce the new words correctly.

**\* Grammar:**

- Use the comparative forms of adverbs

**2. Competencies:**

**a. General competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Develop communication skills and enhance awareness of preserving the culture

- Be co-operative and supportive in pair work and teamwork.

- Actively join in class activities.

**b. Specific competencies:**

- Use vocabulary to talk about *Life in the countryside*

- Asking and answering questions about life in the city and the countryside

- pronounce the sounds **/ə/** and **/ɪ/** correctly;

- Read about different aspects of a Vietnamese village

- Talk about a village or town where one lives or which one knows

**3. Qualities:**

- Develop awareness of living environment

- Be concerned to the surrounding world.

- Develop self-study skills.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |
| --- | --- |
| **ACTIVITY 1: WARM-UP (5’- GW/PW/IW)**  **1. Aim:**  - To create an active atmosphere in the class before the lesson;  - To lead into the new lesson.  **2. Content:**  - Having somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  **3. Products:**  - Interest and concentration of Sts on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - A chance to speak English and focus on the topic of the lesson..  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  **+ Greeting**  ***+*** *Teacher* ***(T)*** *asks Ss some questions about the previous lessons,*  *- T may introduce some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new class…*  *- T encourages Ss to talk in English as much as possible*  - Ask some ss what leisure activities they usually do and who in the family they do the activities with.  - Ask them about the good things of doing these activities with family members. Elicit answers from ss.  - Lead into the new lesson: Reading and Speaking about leisure activities that can be done with family members.  - Introduce the objectives of the lesson. Write the objectives in the left corner of the board.  + Students **(Ss)** listen and learn how to do the tasks.  **- students o**pen the book and write the tittle of the lesson.  **Step 3: Report and discussion**  - Sts join in the discussion and do as required  **Step 4: Judgement**  - T summarizes the discussion and leads to Activity 2. | **+ Greeting** |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15'- PW/IW/GW)**  **1. Aim:**  - To help Ss understand and activate their knowledge of the topic.  - To help Ss remember some adjectives that are often used to describe scenes and sceneries in the countryside.  **2. Content:**  Learn some new words. Developing reading skill.  **3. Products:**  Knowing more new words. Students know how to use the target vocabulary.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T sets the scene/ context for the speaking and reading.  - T ask the whole class to do the Tasks in Skills 1  **Step 2: Task performance**  **Pre- reading**  **Task 1. Work in pairs. Look at the picture and discuss the following questions.**  **\* Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + Teacher introduces the vocabulary by:  - providing the pictures  - eliciting the definition of the words  + Teacher do the “Rub out and remember” checking technique.  - Teacher explains the meaning of the new vocabulary by pictures.  + Ask Ss to work in pairs discussing what they can see in the picture. Ask some Ss to say their answers in front of the class. T may ask other questions to elicit other things in the picture.  + Ask Ss to work in pairs again, discussing which adjectives in the box. picture. Ask some Ss to say their answers in front of the class  **Task 2. Read the text about life in a village in Viet Nam. Match the highlighted words in the text with their meanings.**  - Ask Ss to work individually to read the passage and find the highlighted words.  - Have Ss read aloud the highlighted words. Correct their pronunciation if needed.  - Have Ss match the highlighted words with their meanings in the table. Remind them to use the context to help them.  - Check the answers as a class.  **Step 3: Report and discussion**  - Sts write down the new vocabulary  - T asks, Sts answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Sts | Task 1. Work in pairs. Look at the picture and discuss the following questions.  Vocabulary  **1.** stretch (v)  **2.** canal (n)  **3.** cultivate (v)  **4.** orchard (n)  ***\* Suggested answer:*** paddy fields, cattle (buffaloes), farmers, a combine harvester, a lake/pond, trees, houses, a dirt road, horison, ect.  **Key:** peaceful, vast, picturesque  **Task 2. Read the text about life in a village in Viet Nam. Match the highlighted words in the text with their meanings.**  ***Answer key:***  **1. c**  **2. a**  **3. d**  **4. b** |
| **ACTIVITY 3: PRACTICE (20'- PW/IW/GW )**  **1. Aim**:  - To improve Ss’ skill of reading for specific information.  To help ss develop the skill of reading for specific information (scanning).  To help Ss prepare ideas for the next activity.  To provide an opportunity for Ss to practise talking about a village or town where they live or which they know  **2. Content**:  Read and choose the correct answer; read and answer the questions  Make notes about the village or town where you live or which you know.  Take turns to talk about the village or town where you live or which you know. Use the information in 4.  **3. Products**:  To Improve the skill of readingfor specific information. To get more information of the text.  Students can Make notes about the village or town  **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T let Sts study the examples, consume the rules and do the exercises  **Step 2: Task performing**  **Task 3. Read the text again and tick T (True) or F (False) for each sentence.**  - Ask some Ss to read out loud the sentences in the table.  - Have Ss work individually for five minutes and tick T (True) or F (False).  - Ask Ss to take turns to give the answers. Ask them to show the part in the passage where they found the answers.  - Have them read aloud the sentences.  - Check the answers as a class.  **Task 4. Make notes about the village or town where you live or which you know.**  - Tell each student to make notes. Set a time limit for Ss to do it.  - Ask Ss to think about a village or town where they live or which they know (its name, location, scenery, special features) and the people living there (how they live, what they often do, how they get along with each other).  - Have them note down these ideas quickly  **Task 5. Work in groups. Take turns to talk about the village or town where you live or which you know. Use the information in 4.** - T asks a strong student to model this activity in front of the class. Then have Ss work in groups, taking turns to talk about the village or town where they live or which they know about. Remind Ss to use the ideas they have prepared in 4. T may go round to observe.  - Encourage Ss to say as many sentences as possible. Ask Ss not to interrupt their group members while they are speaking in order to correct their errors. Tell them to correct only common errors after their group members have finished speaking.  - If there is enough time, call on some Ss to talk before the whole class, then invite some positive comments from other Ss.  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | **Task 3. Read the text again and tick T (True) or F (False) for each sentence..**  \* Key:  **1. T**  **2. T**  **3. F**  **4. F**  **5. T**  **Task 4. Make notes about the village or town where you live or which you know.**  **\* *Suggested outcome:***  *Name: Ha Noi*  *Location: Northern Vietnam*  *Scenery: ancient buildings and beautiful sights*  *How people live: fast, lively*  *Activities adults or children often do: chatting, having a coffee with friends, going shopping*  *The relationships among the people: friendly, helpful*  *Special feature: Old quarter, museums…*  **Task 5. Work in groups. Take turns to talk about the village or town where you live or which you know. Use the information in 4.**  **\* Suggested outcome:**  *I live in Duong Lam. It’s an old village*  *outside Ha Noi. It has ...* |
| **ACTIVITY 4: APPLICATION (5'- WC )**  **1. Aim**:  - Check Ss’ understanding about the reading passage.  - To help some Ss enhance presentation skill.  - To consolidate what Ss have learnt in the lesson.  - To give Home assigment  **2. Content**:  A mind map summarising the main points of the lesson.  Home assigment  **3. Products**:  Review the old lesson  Take note Home assigment  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - T has Ss summarise what they have learnt with the two skills.  - T can instruct them to draw a mind map to summarise the main points of the lesson.  **-** Home assigment  **Step 2: Task performance**  \*T allows Ss to give comments for their friends and vote for the most interesting and informative presentation.  \*\* Ss do as required.  \*\*\* T calls Ss to share answer.  \*\*\*\*T gives feedback and comments.  - T lets Sts take note the home assignment  **Step 3: Report and discussion**  - T asks, Sts answer about community service and tips for treating health problems.  -**Step 4: Judgement**  T gives feedback and requires Sts do homework. | **\* Home assigment:**  - Do more exercises in workbook. |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….**  **……………………………………………………………………………………………….**  **………………………………………………………………………………………………..** | |

**UNIT 2: LIFE IN THE COUNTRYSIDE**

**Lesson 6: SKILLS 2**

**Period**: **14**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **8D** |  |  |
| **8E** |  |  |

**I. OBJECTIVES**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Vocabulary to talk about about *Life in the countryside.*

**\* Pronunciation:**

- Pronounce the new words correctly.

**\* Grammar:**

- Use the comparative forms of adverbs

**2. Competencies:**

**a. General competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Develop communication skills and enhance awareness of preserving the culture

- Be co-operative and supportive in pair work and teamwork.

- Actively join in class activities.

**b. Specific competencies:**

- Use vocabulary to talk about *Life in the countryside*

- Asking and answering questions about life in the city and the countryside

- pronounce the sounds **/ə/** and **/ɪ/** correctly;

- Listen to someone’s opinion about life in the countryside

- Write a paragraph about what someone likes or dislikes about life in the countryside

**3. Qualities:**

- Develop awareness of living environment

- Be concerned to the surrounding world.

- Develop self-study skills.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **ACTIVITY 1: WARM-UP (5’- GW/PW/IW)**  **1. Aim:**  - To develop student’s listening skills for specific information. It also provides input for the writing skills.  - To lead in the new lesson  **2. Content:**  - Review the previous lesson or have somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  **3. Products:**  - Interest and concentration of Ss on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - A chance to speak English and focus on the topic of the lesson..  **4. Implementation:**  **-** Teacher instructs  - Ss do as required | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  **+ Greeting**  ***+*** *Teacher* ***(T)*** *asks Ss some questions about the previous lessons,*  *- T may introduce some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new class…*  *- T encourages Ss to talk in English as much as possible*  - Invite some Ss to go to the board. Give him/ her one leisure activity that they learnt in the previous lesson. Ask them to describe the words without saying anything. The rest of the class guess the words.  - Lead to the new lesson: Listening and Writing about activities with friends.  - Introduce the objectives of the lesson.  - Introduce the objectives of the lesson. Write the objectives in the left corner of the board.  **-** Open the book and write the tittle of the lesson.  **Step 3: Report and discussion**  - Ss join in the discussion and do as required  **Step 4: Judgement**  - T summarizes the discussion and leads to the lesson. | | **+ Greeting** |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15'- PW/IW/GW)**  **1. Aim:**  To prepare ss for the listening text  To help ss develop the skill of listening for specific information.  **2. Content:**  Answer the questions to focus on the topic on the lesson.  Listen to an interview with Mark about his leisure activities do the tasks that follow.  **3. Products:**  Ss answer the two questions freely.  Improve listening skill  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** |
| **Step 1: Task delivering**  - T sets the scene/ context for the listening and reading.  - T ask the whole class to do the Tasks in Skills 2  **Step 2: Task performance**  **Pre-Listening:**  **Task 1. To help ss develop the skill of listening for specific information.**  **\* Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.) if have  - Have Ss answer the questions in the book.  - Elicit answers from ss. This is an open activity, so accept all answers provided they make sense.  **While-listening**  **Task 2. Listen to an interview with Mark about his leisure activities. Choose the correct answer.**  - Tell Ss that they are going to listen to an interview about the leisure activities Mark does.  - Have Ss read the questions first and underline the key words.  - Play the recording and ask ss to listen and choose the correct answers. ss wo rk in pairs to compare their answers.  - Ask for Ss' answers and write them on the board without confirming whether they are right or wrong.  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | | **Task 1. To help ss develop the skill of listening for specific information.**  *- We can hang out , play sport….*  *- To improve social skills; reduce stress…*  **Task 2. Listen to an interview with Mark about his leisure activities. Choose the correct answer.**  **\* Key:**  **1.A**  **2. C** |
| **ACTIVITY 3: PRACTICE (20'- PW/IW/GW )**  **1. Aim**:  To help ss develop the skill of listening for specific information.  To help ss brainstorm ideas and make an outline for their writing.  To help ss practise writing an email to a pen pal to tell him/ her about the leisure activities they do with their friends  **2. Content**:  Choose the best answer; do the filling in the table.  An email about the leisure activities they do with their friends  **3. Products**:  To Improve the skill . To do the tasks correctly  Ss can write an e-mail.  **4. Implementation**: | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** |
| **Step 1: Task delivering**  - T let Ss study the examples, consume the rules and do the exercises  **Step 2: Task performing**  **Task 3. Listen to the interview again. Fill in each blank in the table with no more than two words.**  - Tell Ss that they are going to listen to the interview again and complete the table Of information.  - Have Ss read the table. Have ss guess the word or phrase to fill in each blank and write their guesses on the board.  - Play the recording and ask ss to listen again and complete the table. ss work in pairs to compare their answers with each other and with the words / phrases on the board.  - Play the recording once more for pairs to check their answers to both activities 2 and 3.  - Ask for Ss' answers to 2. Confirm and tick the correct answers. Ask for ss' answers to 3.  - Write them on the board next to their guesses.  - Confirm the correct answers.  **Task 4. Work in pairs. Ask and answer the questions.**  - Have ss work in pairs to answer the questions in the book.  - Have some Ss present their answers or write their answers on the board.  - Move around to observe and offer help if needed  - Comment on their answers  **Task 5. Write an email (80 - 100 words) to a pen-friend to tell him / her about what you usually do with your friends in your free time. use your answers in 4.**  Have Ss write their emails individually based on their answers in **4.**  - Ask one student to write his or her email on the board. Other ss and T comment on the email on the board.  - T collects some of the texts to correct at home. Otherwise, ask ss to revise and rewrite at home based on the T's comments of their friends' texts.  - Have them bring their new texts to class in the next lesson.  - Collect some for marking.  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | | **Task 3. Listen to the interview again. Fill in each blank in the table with no more than two words.**  \* Key:  **1**. video **2**. cinema **3.** park  **4**. shape **5**. bike ride **6**. places  **Task 4. Work in pairs. Ask and answer the questions.**  *1. I usually have free time at the weekend.*  *2. I usually play sports with my friends, especially badminton.*  *3. It’s an easy sport, and it also improve my muscle strength and help reduce stress*.  **Task 5. Write an email (80 - 100 words) to a pen-friend to tell him / her about what you usually do with your friends in your free time. use your answers in 4.**  *\* Start and end the email as follows:*  **\* Example:**  *Hi Ann,*  *It’s nice to hear from you again.Let me tell you about the things I usually do with my friends in my free time.*  *I usually free time at weekend, and I often spend Sunday mornings with my friends. I have three close friends, and they live near my house. We usually play badminton together for about one hour in the playground. After that, we cycle around the neibourhood. It’s a lot of fun.*  *What about you? What do you usullay do with your friends in your free time?*  *Tell me in your next email.*  *Bye for now,*  **Mi** |
| **ACTIVITY 4: APPLICATION (5' -WC)**  **1. Aim**:  To help Ss revise all they have learnt.  To give Home assigments  **2. Content**:  A mind map summarising the main points of the lesson.  Home assigments  **3. Products**:  Review the old lesson  Take note Home assigments  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering (Home assignment)**  - T has Ss summarise what they have learnt with the two skills.  - T can instruct them to draw a mind map to summarise the main points of the lesson.  **-** Home assigments  **Step 2: Task performance**  - Ask Ss to summarise what they have learnt in the lesson. Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they can do.  Encourage Ss not to refer back to the unit. Ask them to keep a record of their answers to each exercise so that they can use that information to complete the self-assessment table at the end of the unit.  - T lets Ss take note the home assignments  **Step 3: Report and discussion**  - T asks, Ss answer about hobbies  -**Step 4: Judgement**  T gives feedback and requires Ss do homework. | **\* Home assigments:**  - Do more exercises in workbook.  - Prepare for the next lesson: Lesson 7: LOOKING BACK & PROJECT | |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….**  **……………………………………………………………………………………………….**  **………………………………………………………………………………………………..** | | |

**UNIT 2: LIFE IN THE COUNTRYSIDE**

**Lesson 7: LOOKING BACK**

**Period**: 15

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **8D** |  |  |
| **8E** |  |  |

**I. OBJECTIVES**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Review the vocabulary and grammar of Unit 2.

**\* Pronunciation:**

- Pronounce the new words correctly.

**\* Grammar:**

- Use the comparative forms of adverbs

**2. Competencies:**

**a. General competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Develop communication skills and enhance awareness of preserving the culture

- Be co-operative and supportive in pair work and teamwork.

- Actively join in class activities.

**b. Specific competencies:**

- Use vocabulary to talk about *Life in the countryside*

- Asking and answering questions about life in the city and the countryside

- pronounce the sounds **/ə/** and **/ɪ/** correctly;

- read for general and specific information about life in different areas

- talk about in the city and the countryside;

**3. Qualities:**

- Develop awareness of living environment

- Be concerned to the surrounding world.

- Develop self-study skills.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **ACTIVITY 1: WARM-UP ( 5’- GW/PW/IW)**   1. **Aims:**   *To create an active atmosphere in the class before the lesson;*  *- To lead into the new lesson***.**  **2. Content:**  Review the previous lesson or have somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  **3. Products:**  - Interest and concentration of Ss on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - A chance to speak English and focus on the topic of the lesson..  **4. Implementation:**  **-** Teacher instructs  - Ss do as required | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  **+ Greeting**  **Revision**  - Teacher asks Ss to think of what they have learnt already in Unit 2.  - Ss work in pairs to do the task. Teacher calls some students to retell.  - Teacher confirms and leads them to do all the exercises in books.  *- T may introduce some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new class…*  *- T encourages Ss to talk in English as much as possible*  **- students** Open the book and write the tittle of the lesson.  **Step 3: Report and discussion**  - Ss join in the discussion and do as required  **Step 4: Judgement**  - T summarizes the discussion and leads to the lesson. | **+ Greeting: T\_ Ss**  *Suggested answers:*  *- words about life in the countryside*  *- comparative forms of adverbs*  *- giving and responding to compliments*  *- talking about the village or town where someone lives* | |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15'- PW/IW/GW)**  **1. Aim:**  To help Ss review the vocabulary of Unit 2.  To help Ss revise the forms and uses of comparative adverbs.  **2. Content:**  Revision. Write complete sentences from the given cues. Choose the correct answer.  **3. Products:**  Reviewing the words.Ss know how to use them correctly in the context.  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  - T sets the scene/ context for doing exercises  - T ask the whole class to do the Tasks in Looking Back  **Step 2: Task performance**  **Task 1. Write a phrase from the box under the correct picture.**  **\*** - Have Ss do Task 1 individually then compare their answers with their partners. Ask for Ss’ answers or ask some Ss to read out their answers in front of the class.  - Confirm the correct answers.  **Task 2. Choose the correct answer A, B, or C**  - Have Ss do Task 2 individually then compare their answers with their partners. Ask for Ss’ answers or ask some Ss to read out their answers in front of the class.  - Confirm the correct answers.  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | **Task 1. Write a phrase from the box under the correct picture.**  *\** ***Key:***  ***1****. ploughing fields*  ***2.*** *catching fish*  ***3****. drying rice*  ***4****. unloading rice*  ***5.*** *feeding pigs*  ***6****. milking cows*  **Task 2. Choose the correct answer A, B, or C**  **\* Key:**  **1. B**  **2. C**  **3. A**  **4. C**  **5. A** | |
| **ACTIVITY 3: PRACTICE (20'- PW/IW/GW )**  **1. Aim**:  To help Ss revise the forms and uses of comparative adverbs  To help Ss practise making their own poster about their favourite village and present their work.  **2. Content**:  Complete the sentences. Correct mistakes  Ss to work in groups to do the project. *Ss’ presentations*  **3. Products**:  Ss do exercises correctly. Finding the mistakes and correct them  Students’ speaking  **4. Implementation**: | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  - T let Ss study the examples, consume the rules and do the exercises  **Step 2: Task performing**  **Grammar**  **Task 3. Complete the sentences with the comparative forms of the adverbs in brackets.**  - Ask Ss to do the exercise individually. Then they can check their answers with a partner before discussing the answers as a class.  - Teacher confirms the correct answers.  - Remind Ss to keep a record of their original answers so that they can use that information in the Now I can … section.  **Task 4. Underline the mistakes in the sentences and correct them.**  - Have Ss do this activity individually then compare their answers with their partners.  - Ask for Ss’ answers or ask one student to write his / her answer on the board.  - Teacher confirms the correct answers.  - Remind Ss to keep a record of their original answers so that they can use that information in the Now I can … section.  PROJECT  - Ask Ss to read the instructions again (T has already assigned the project since the first lesson of the Unit and checked their progress after each lesson). Let students have some time to check their posters for the final time and make any adjustments if necessary.  - T has groups show their posters and present them to the class. Remember to have the “show and tell” session and vote for the best poster.  Ss to present their report to the class.  - Ss display all the posters on the wall or bulletin board ; Each group presents the poster they prepare to the whole class.  - Students vote for the best poster.  - Teacher gives feedback.  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | **Task 3. Complete the sentences with the comparative forms of the adverbs in brackets.**  \* Key:  ***1****. earlier*  ***2****. more fluently*  ***3****. more easily*  ***4****. more heavily*  ***5****. harder / better*  **Task 4. Underline the mistakes in the sentences and correct them.**  ***\* Key:***  ***1****. as → than*  ***2****. quicklier → more quickly*  ***3****. more hardly → harder*  ***4.*** *the earlier → earlier*  ***5.*** *more highly → higher*  ***PROJECT***  **My favourite village**  **\*** *T should assign the project in earlier lessons such as in GETTING STARTED lesson. Make sure you guide them carefully and check their progress after each lesson. In the last lesson (LOOKING BACK),* | |
| **ACTIVITY 4: APPLICATION (5'- WC )**  **1. Aim**:  To help Ss revise all they have learnt.  To give Home assigments  **2. Content**:  A mind map summarising the main points of the lesson.  Home assigments  **3. Products**:  Review the old lesson  Take note Home assigments  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - T has Ss summarise what they have learnt with the two skills.  - T can instruct them to draw a mind map to summarise the main points of the lesson.  **-** Home assigments  **Step 2: Task performance**  - T summarises the main points.  - T asks Ss what they have learnt so far. Have them recall the important elements:  - T lets Ss take note the home assignments  **Step 3: Report and discussion**  - T asks, Ss answer.  -**Step 4: Judgement**  T gives feedback and requires Ss do homework. | | **\* Home assigments:**  - Do more exercises in workbook. |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….**  **……………………………………………………………………………………………….**  **………………………………………………………………………………………………..** | | |