*Planning date: 10.9. 2021 Teaching date: 16/9/2021 : (8A,C)*

***Period 9***

**UNIT 2: LIFE IN THE COUNTRYSIDE**

**Lesson 1: Getting started (P.16-17)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- ***Vocabulary*** Read, write, understand key words : harvest time (n), buffalo – drawn cart (n), herd (v), envious (adj), load the rice (v).

- ***Language***: Comparative forms of adj.

***- Pronunciation***: pronounce the following words correctly, cluster /bl- cl-/ correctly: blast, class, clue, blue, claim, blame...

**2. Skills**: Listen and read a conversation between Nick and Nguyen about life in the countryside.

**3. Attitude :**

­ - More aware of life in the countryside.

- Understand and actively respond to questions about life in the countryside.

**4. Competencies:**

- Form and improve such competences as teamwork, communication, presentation , collaboration and assessment.

**II. PREPARATIONS:**

**Teacher’s : T**ext book, recording, laptop, T.V.

**Students’ :** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Students may want to know more about things in the countryside in English.

- T may provide them some .

**IV. PROCEDURE:**

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| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS AND BOARD DISPLAY** |
| **I. Warm up. (3’/GW)**  **\*Chatting**  T asks ss some questions about their life in the countryside.  *- Where do you come from?/ Where is your hometown?*  *- Do you often go to the countryside ?* | **UNIT 2: LIFE IN THE COUNTRYSIDE**  Lesson 1: Getting started (P.16-17)  **\*Chatting**  *- When do you often go?*  *- What can you see there?*  *- How do you feel about the life there?*  *- What do you often do there?* |
| **II. BEFORE LISTEN AND READ**  **1. Set the scene: (2’/IW)**  T asks ss to look at the picture on page 16 and answer the following questions.  - Who are there in the conversation?  - What is the conversation about ?  2. **Vocabulary: (5’/IW)**  T elicits the new words using pictures and explanation  -Piture, antonymn,mine,synomynm…  **\* Check vocab : R.O.R**  - Ask ss listen, read and check their prediction  - Play the recording twice.  - Check the prediction  - Ask ss to practice the conversation in pairs | **I. Vocabulary:**  - expect (v): hi vọng, mong đợi  - load (v): chất (đống)  - buffalo-drawn carts (n): xe trâu kéo  - herd (v): chăn dắt  - envious (a): thèm muốn, ghen tị  - explore(v): khám phá  - harvest time (n): mùa gặt |
| **III. WHILE LISTEN AND READ**  ***TASK 1***  **a) Are these sentences true (T) or false (F) ? (5’/IW/PW)**  T asks Ss to complete the task individually or in pairs.  - Ss read the sentences and decide if they are T or F then compare in pairs.  - T collects Ss’ ideas, then asks Ss to correct the F sentences.  - T confirms the correct answers.  **b) Answer the following questions: (5’/PW)**  - Ss run through the questions then work in pairs to ask and answer the questions .  - T calls some pairs to ask and answer the questions before class.  - T corrects the answer as a class.  **c) Complete the sentences with the words in the box. (5’/IW)**  - Ss look at the words in the box and make sure they understand their meaning. If they do not, they can refer to the conversation and have a guess.  - Ss work individually to do the exercise. When they finish, check their answers with their partner.  - T gets feedback and corrects  **d) In group , discuss and find how Nguyen feels about his stay in the countryside. Tick the appropriate box (5’/GW)**  -Ss work in small groups to discuss and tick the correct box and look for expression(s) to support their answer. | **II. Listen and read:**  **1a: Are these sentences true (T) or false (F)?**  ***\* Key:***  1. T 2. F (sometimes) 3. F (on buffalo – drawn carts)  4. T 5. T .  **1b: Answer the following questions:**  1. He’s in the countryside.  2. Right on the first day there.  3. It’s big and colourful.  4. His grandfather.  5. He means that he wishes he were in the countryside too.  **1c. Complete the sentences with the words in the box.**  **\* Key:**   |  |  | | --- | --- | | 1. colourful | 4. paddy field | | 2. move slowly | 5. herding | | 3. harvest time | 6. buffalo-drawn cart |   **1d. In group , discuss and find how Nguyen feels about his stay in the countrysidee. Tick the appropriate box .**  **\* Suggested answers:**  =>1. He likes it because he says it’s more exciting than he expected. The kite looks great up on the sky/ He lives more happily there and there’ s still a lot more to explore. |
| **AFTER LISTEN AND READ**  ***TASK 2*.**  **Match the activities with the pictures.**  **(4’/IW)**  - T asks Ss to look at the pictures.  **-** Ss work independently to label the pictures then compare their answers with a partner.  -T writes the correct answers on the board.  **TASK 3.**  **Can you think of some more things that children do in the countryside. Make a list.(5’/PW)**  - Ss work in pairs to brainstorm some more countryside activities then make their lists in 2 minutes.  - T calls on each pair to share their list with the class.  - T writes the combined list of activities on the board and leaves it there to be used in the next TASK .  - Before moving on, T makes sure everybody understands all the vocabulary on the board. | **2. Match the activities with the pictures.**  **\* Key:**  1.e 2.f 3.a 4.c 5.d 6.b  **3. Can you think of some more things that children do in the countryside. Make a list .**  - They go swimming in the river / lake / pond.  -They climb trees.  - They ride on the buffalo.  - They help their parents on the farm.  - They fly kites.  …….. |
| **III. Wrapping up (5’/IW)**  **TASK 4. Game: Countryside charades.**  T divides the class into two teams for this game. They can give themselves a relevant team name such as the ‘horses’ and the ‘buffaloes’.  -Ss play charades with the countryside TASK vocabulary from TASK 2 and the Ss’s list on the board  -To increase the fun element, give the teams a time limit of 10 seconds to guess the TASK before it moves to the other team. T keeps score on the board and announces the winning team at the end. | **4. Game: Choose the best answer:**  1. Ha loves \_\_\_\_\_\_\_\_ with her mum on Sundays.  A. window shop B. window to shop  C. window shops D. window shopping  2. The language website will help you \_\_\_\_\_\_\_ Vietnamese more easily.  A. learning B. learned C. be learnt D. Learn  3. They will be able \_\_\_\_\_\_\_\_ their foreign language by practicing it regularly.  A. improving B. improve C. to improve D. improved |
| **IV. HOME ASSIGNMENT (1’)**  - T assigns the HOME ASSIGNMENT.  **-** Ss copy their HOME ASSIGNMENT.  - T explains it carefully. | **\*HOME ASSIGNMENT**  - Do B1,2/P.10 |

**V. Feedback :**

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***Planning date: 14.9. 2021 Teaching date: (8A,C) 20/9/2021***

***Period 10***

**UNIT 2: LIFE IN THE COUNTRYSIDE**

**Lesson 2: A closer look 1 (P.18)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- ***Vocabulary*** : the lexical items related to the topic life in the countryside.

- ***Language***: - pronunciation of the two sounds /f/ and/v/.

***- Pronunciation***: pronounce the following words correctly, cluster /bl- cl-/ correctly: blast, class, clue, blue, claim, blame...

**2. Skills**:- Listen then choose the right word

- Speak st about life in the countryside.

**3. Attitude and competencies:**

- Have better attitude on life in the countryside.

- Understand and actively respond to questions about the life in the countryside.

**4. Competencies**

- Form and improve such competences as pairwork, teamwork, presentation , collaboration.

**II. PREPARATIONS:.**

**Teacher’s:** Text books, recording, laptop, T.V.

**Students’:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Ss may get bored when practice pronouncing.

- T carries out pronunciation game.

**IV. PROCEDURES:**

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| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS AND BOARD DISPLAY** |
| **I.WARM UP**: **(5’/GW)**  **\* Brainstorming**  ***( adjectives to describe life in the countryside*)**  - T divides the class into 2 two teams  - Ss from 2 teams turn by turn go to board to write adjectives about life in the countryside  - In 4 minutes the team with more right words is the winner.  - Introduce the new lesson | **UNIT 2: LIFE IN THE COUNTRYSIDE**  Lesson 2: A closer look 1 (P.18)  **\* Brainstorming**  ***( adjectives to describe life in the countryside*)** |
| **II. NEW LESSON.**  **1. VOCABULARY**. **(7’/IW)**  - Teacher use different techniques to teach vocabulary (situation, realia)  - Ss repeat in chorus and individually  - Ss copy all the words  \* Checking vocab: Slap the board  **TASK 1. Listen and repeat the words. (5’/IW)**  - T plays the recording twice.  - Ss listel;.on to the recording and repeat the words.  - T makes sure that they pronounce the words with the correct stress partners.  - T calls some ss to read the words again.  - T feedbacks.  **TASK 2. Put the words in 1 into the appropriate category. Some words can be used in more than one category. (5’/IW)**  - Ss work individually then compare their answers with a partner.  - T and ss discuss as a class.  **TASK 3. Match the nouns/ noun phrases in the box with the verbs. (5’/PW)**  - T runs through the nouns/ nouns phrases in the box and the given verbs  - T can explain to Ss : There may be some confusion about the difference between “pick” and “pick up”- “pick” is the specific verb used for collecting fruit, vegetables or flowers through the action is the same as the more general term “pick up”.  - Ss work in pairs.  - When they have finished, exchange their answers with another pair.  - T elicits the correct answer.  **TASK 4: Use the words from 1 and 3 to complete the sentences. Remember to use the correct for of the verbs.(5’/IW)**  - Ss look at the sentences and decide if an adjective or a verb is missing.  - This narrows down the areas of words they need to refer to.  - Ss complete the sentences by themselves.  - T checks the answers as a class. | **I. VOCABULARY**.  - vast (a): rộng lớn  - nomadic (a): thuộc về du mục  - brave (a): can đảm, dũng cảm  - blackberry (n): quả man việt quất  - pick (v): hái (hoa, quả)  - block (v): chặn  - hay (n): cỏ khô  - bloom (v/n): nở hoa.  **1. Listen and repeat the words.**  **2. Put the words in 1 into the appropriate category. Some words can be used in more than one category.**  **\* Key:**   |  |  | | --- | --- | | To describe. | Words | | People | Friendly, brave, boring, nomadic, colourful | | Life | Slow,hard, boring, inconvenient, peaceful, nomadic, colourful | | Scenery | Colourful, vast, peaceful |   **3. Match the nouns/ noun phrases in the box with the verbs.**  **\* Key:**  ride: a horse, a camel  put up: a tent, a pole  collect: hay, water  herd: the buffaloes, the cattle  pick: wild flowers, apples  **4 Use the words from 1 and 3 to complete the sentences. Remember to use the correct for of the verbs.**  **\* Key**:  1. picking 2. inconvenient, collect  3. herd 4. ridden, brave  5. peaceful 6. nomadic  7. vast 8. put up, hard |
| **2. PRONUNCIATION**: **(10’/IW/PW)**  **Clusters /bl/, /cl/**  - Texplain how to pronoun sound:/bl/, /cl/  **TASK 5. Listen and repeat the words. Pay attention to the initial clusters.**  - T plays the recording.  - Ss listen and repeat.  - T pausea the recording to drill difficulty items.  - Have Ss say the words individually  **TASK 6. Listen and circle the words you hear.**  T asks Ss to listen to the sentences once and repeat.  T then asks Ss to circle the words with /f/ or /v/ sounds.  T has the Ss listen to the recording again and gives the correct answers to the entire class.  **TASK 7. Listen to the sentences and repeat.**  - Ss look at the sentences and underline the words with clusters /bl/ and /cl/ first.  -T plays the recording.  - Ss then listen and repeat.  - T calls some ss to read the sentences. | **II. PRONUNCIATION**:  **Clusters /bl/, /cl/**  **5. Listen and repeat the words. Pay attention to the initial clusters.**  **6. Listen and circle the words you hear.**  ***\* Key:***  blame, blast, blue, clock, close.  **7. Listen to the sentences and repeat.** |
| **III. WRAPPING UP (3’/IW)**  T summarizes the main points of the lesson.  3. Would you like \_\_\_\_\_\_\_\_ the museum with me ?  A. visit B. to visit C. visiting D. visited  4. I keep my jewelry \_\_\_\_\_\_\_\_ a small box.  A. on B. in C. of D. with  5. Today young people rely \_\_\_\_\_\_ technology more than in the past.  A. about B. on C. by D. with | **\* Choose the best answer:**  1. You shouldn’t use mobile phones too much because it can be harmful \_\_\_\_\_\_\_\_ your health.  A. by B. of C. with D. to  2. My father \_\_\_\_\_\_\_\_ tennis with his friends on Saturday afternoons.  A. plays B. is playing C. played D. will play |
| **IV.HOME ASSIGNMENT (2’)**  - T assigns the HOME ASSIGNMENT.  **-** Ss copy their HOME ASSIGNMENT.  - T explains it carefully. | **HOME ASSIGNMENT.**  -Practice the sounds /f/ and /v/.  -Do A1,2,3/ P.9, B1,2/P.10 (W.B) |

**V. Feedback :**

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***Planning date: 14.9. 2021 Teaching date: (8A,C)21/9/2021***

***Period 11***

**UNIT 2: LIFE IN THE COUNTRYSIDE**

**Lesson 3: A closer look 2** (P.19-20)

**I. OBJECTIVES:**

-By the end of the lesson,Ss wil be able to :

**1. Knowledge:**

- ***Vocabulary*** : the lexical items related to the topic life in the countryside.

- ***Language***: - Comparative forms of Adj (Review) - Comparative forms of Adv

***- Pronunciation***: pronounce the following words, cluster /er- est-/ correctly:

**2. Skills**: Speak and Write st to describe life in the countryside.

**3. Attitude and competencies:**

- Know more about about the life in the countryside and have better attitude toward life in the countryside.

- Understand and actively respond to grammatical problems.

**4. Competencies:** -Form and improve such competences as teamwork,communication,presentation.

**II. PREPARATIONS:**

**Teacher:** Poster,Pictures ; text books, recording,laptop.

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Too many activities.

- Guide them more careful and let them do at home.

**IV. PROCEDURES:**

|  |  |
| --- | --- |
| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS AND BOARD DISPLAY** |
| **I.WARM UP** : **(5’/IW)**  ***Revision***  - T calls 2 ss to the board( one is tall, one is short)  - T asks ss to look at them and make sentence to compare their height  - Ask ss to use real things in class to make sentences of comparative  - Introduce the new lesson | **UNIT 2: LIFE IN THE COUNTRYSIDE**  Lesson 3: A closer look 2 (P.19-20)  ***Revision***   * ***Example:***   Mai is taller than Thuy  Or Thuy is shorter than Mai   * The white ruler is longer than the blue ruler |
| **II. NEW LESSON**  **1: GRAMMAR: Comparative form of adj.**  **TASK 1:**  **Complete the passage below with a suitable comparative form of the adjectives provided. *(8’/IW)***  - Ss work individually to do the exercise then compare their answers with a partner.  - T checks as the class and writea the answers on the board with the full forms of comparisons.  - Keep them for later reference when the comparative of adverbs is taught.  **2: Comparative forms of adverbs**  **\* FORM** (5**’/IW)**  -T first revises the different use of an adjective and an adverbs. For example, T write “Life in the city is slow/slowly’ and the comparative form of adverbs by changing the second sentence to “ He is moving more slowly than before”.  - Elicit the form of comparative from Ss before letting them read number 1 in the table.  -T then introduces comparatives of irregular adverbs like fast, hard, late, early and badly.  -Let Ss read number 2 and 3 in the table.  **TASK 2: Complete the sentences with suitable comparative forms of the adverbs in the box.** (7**’/IW)**  - T runs through the adjectives in the box  - Ss work individually to do the exercise then share their answers with their partner.  - T calls 2 ss to write the answers on the board then others give comments  - T corrects  **TASK 3 Finish the sentences below with a suitable comparative form of hard, early, late, fast** (6**’/PW)**  - Ss work in pairs to do the exercise .  - Ask 2 ss to write the answers on the board then others give comments  - T corrects  **TASK 4: Underline the correct comparative forms to complete the sentences** (5**’/IW)**  - Ss do this exercise independently.  - T corrects the exercise with the class. | **I. GRAMMAR: Comparative form of adj.**  **\* PRACTICE**  **1: Complete the passage below with a suitable comparative form of the adjectives provided.**  ***\* Key:***  1. higher 2. easier  3. better 4. more exciting  5. more convenient 6. Happier  7. more friendly 8. fast  9. safer 10. Best  **B. Comparative forms of adverbs**  \* Model sentences  -He is moving **more slowly than** before  1. More / less + adv + (than) is form of comparative for almost all adverds of manner ending in *LY*  - He runs faster than I do  2. Adv + er ( than) is the form of comparatives for adverbs of manner with the same form as adjectives  **\* PRACTICE**  **2: Complete the sentences with suitable comparative forms of the adverbs in the box.\*Key :**  1. more slowly 2. more soundly 3. less traditionally  4. more generously  5. more healthily  **3 Finish the sentences below with a suitable comparative form of hard, early, late, fast,**  **\*Key:**  1. better 2. faster 3. later  4. harder 5. worse 6. earlier  **4 Underline the correct comparative forms to complete the sentences.**  **\*Key:**  1. more optimistically  2. more popularly  3. less densely populated  4. more quickly  5. more easily  6. better |
| **III.WRAPPING UP**  **\* Write the answer to the questions below.(7’/PW)**  - Ss do this exercise independently.  - T walks around and helps Ss who have difficulty writing the answer.  - Ss check their answers with a partner.  - T checks as a class and writes the correct sentences on the board, underlining the comparatives  T summarizes the main points of the lesson. | **\* Write the answer to the questions below.**  **\*Key:**  1. The countryside is more peaceful than the city.  2. A computer works faster at calculus than a human being.  3. Life in a remote area is harder than life in a modern town.  4. HCH City is more expensive than Hue.  5. A buffalo can plough better than a horse.  **Choose the best word:**  1. Nam helped his parents \_\_\_\_ the rice onto the ox-drawn cart.  (load/collect/dry/ride)  2. In Emi’s opinion,city is more \_\_\_\_than country life. (friendly/exciting/natural/peaceful)  3. Medical help is \_\_\_\_ easily obtained in remote areas than in towns.  (more/fewer/less/higher)  4. He seems to be \_\_\_\_ than we thought.  (more quick/more quickly/quicklier/quicker)  5. Today Peter gets up \_\_\_\_ than he did yesterday.  (earlier/more early/more earlily/more earlier) |
| **IV.HOME WORK (2’)**  - T assigns the HOME ASSIGNMENT.  **-** Ss copy their HOME ASSIGNMENT.  - T explains it carefully. | **\*HOME WORK**  - Write sentences with the form, meaning and use of comparative of adjective and adverb.  - Do B5,6,7 / P.11(W.B) |

**V. Feedback :**

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**Planning date: 14.9. 2021 Teaching date: 23/9/2021 (8A,C)**

***Period 12*** **UNIT 2: LIFE IN THE COUNTRYSIDE**

**Lesson 4: Communication (P.21)**

**I. OBJECTIVES:**

-By the end of the lesson,Ss wil be able to

**1. Knowledge:**

- ***Vocabulary*** Read, write, understand key words : disturb (v), beehive (n), urbanization (n)

- ***Language***: - Present tense.

***- Pronunciation***: pronounce the following words : disturb, beehive, urbanization correctly

**2. Skills**: -Read some posts on “ Holidays in the countryside” and reply to the posts

**3. Attitude:**

- Know more about about the advantage and disadvantage of the life in the countryside.

- Understand and actively respond to the posts on ‘Holidays in the Countryside’.

**4. Competencies**

- Form and improve such competences as teamwork, communication, presentation , collaboration.

**II. PREPARATIONS:**

Teacher: text books,laptop, T.V

Students: Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Students may not want to reply the posts,

- T asks them to discuss in groups first.

**IV. PROCEDURE:**

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| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS AND BOARD DISPLAY** |
| **I.WARM- UP: (5’/GW)**  *\*Chatting:*  - T asks:  Do you like living in the countryside? Why? Why not?  - Ss answer.  - T introduces the new lesson | **UNIT 2: LIFE IN THE COUNTRYSIDE**  Lesson 4. Communication (P.21)  ***\*Chatting:*** |
| **II. NEW LESSON**  **I. VOCABULARY (7’/IW)**  - T asks Ss to look up these words in their dictionary.  - T asks Ss to give the vietnamese equivalents - Checking vocab : R.O.R  - Introduce the new lesson: We are going to read some posts and reply to them .  - Posts are common features of social media sites. They allow people to review things or give their opinions about things. They also allow others to respond to the posts with their own opinions. As such, an online dialogue occurs. The writing style of online posts is usually short, informal and honest or direct. | **I. VOCABULARY**  **\* Vocabulary:**  - disturb – ed (v): làm phiền  - beehives (n) : tổ ong  - experience (n): sự trải nghiệm  - home- made products (n) : các sản phẩm tự làm  - dig – dug- dug (v) : đào, xới  - urbanlisation (n): sự đô thị hóa |
| **II.PRACTICE**  **TASK 1: Read the posts on 'holidays in the Countryside' (8’/IW)**  - T asks ss to look at the picture and answer T’s questions.  *+ What can you see in each picture?*  *+ Pic 1: What is the man doing?*  *+ Pic 2: What kind of fruits are these?*  *+ Pic 3: What is this?*  *+ Pic 4: Where are the children ? What are they doing there? How do they feel?*  *+ Pic 5: What is it? How is the scence?*  - T elicits from SS where these people live: *Establish that they all live in the city; They are talking about their experiences of staying in the countryside. They all have very different opinions of the experiences.*  - Ss read the posts individually.  **TASK 2: What are the attitudes of these people towards their experiences? Tick (**√**) the appropriate box. (7’/IW, PW)**  - Ss look through the table and make sure that they understand the requirement  - Ss work individually to do the exercise then Ss can compare their answers with partner and discuss any differences.  - T checks the answers as a class.  **TASK 3 Work in groups. Reply to the posts in 1. Write down your replies. (10’/PW)**  - Ss work in groups of 7.  - T explains that now they have a chance to reply to each post with their opinions.  - T delivers SS a piece of blank paper for each group, asks Ss write the name of the groups of each post at the top and explains the rules: each student write a short reply to a post and then passes the paper to the person on their left. Continue passing the papers around till everyone has replied to every post.  @ Emi: In fact, home - made items reflect the traditional culture of local people. Thus, I think you will feel very exciting if you take time to learn about them.  @ Emi: What a pity! You lose a chance to have a product that no one else has the same one with a very low cost.  *Lan from Ha Noi*  @ Lan: That’s great, Lan. I think that you understand clearlier about the life in the countryside after the trip.  @ Lan: What a wonderful trip! I will go to the countryside and have same experiences next summer. | **II. PRACTICE**  **1: Read the posts on 'holidays in the Countryside'**  **2: What are the attitudes of these people towards their experiences? Tick (**√**) the appropriate box.**  **\* Key:**   |  |  |  |  | | --- | --- | --- | --- | |  | Positive | Neutral | Negative | | Dennis from London | ✓ |  |  | | Julie from Paris | ✓ |  |  | | Phirun from Phnom Penh |  |  | ✓ | | Yumi from Ha Noi | ✓ |  |  | | Emi from Tokyo |  | ✓ |  | | Lan from Ha Noi | ✓ |  |  | | Bob from Hong Kong |  |  | ✓ |   **3 Work in groups. Reply to the posts in 1. Write down your replies.**  ***\* Suggested answers:***  *Dennis from London*  @ Dennis: It’s true. It makes me feel like a bird flying out of its small cage.  @ Dennis: Be careful, Dennis. You may be sick because of a sudden fall of rain and a lack of shelter space.  *Julie from Paris*  @ Julie: That is a really fantastic vacation, Julie. I wish to have such a vacation in the coming time.  *Phirun from Phnom Penh*  @ Phirun: I think you should go out, enjoy the fresh air and see the magnificent countryside scene. You will have a very peaceful and relaxful stay in the countryside.  *Yumi from Seoul*  @ Yumi: Those are enjoyable experiences, Yumi. Everyone can get rid of all his sorrows when visiting such a wonderful place.  @ Yumi: What an ideal place! I hope to be there in the future.  *Emi from Tokyo* |
| **III. WRAPPING UP (6’/GW)**  **Discuss and share your replies in the class.**  - Each group to read out one of their reply chains to a post and discuss it as a class.  -Summarize the main point of the lesson. | **Discuss and share your replies in the class.**  **Choose the best word:**  1. My garden is a lot \_\_\_ than this park.  (colourfuler/colorful/less colorful/more colorful)  2. It is amazing.His house is much \_\_\_ than a hotel.  (comfortabler/comfortable/comfort/more comfortable)  3. Of course,a rabbit runs \_\_\_ a turtle.  (more fast/faster/slower/more slow)  4. It’s good \_\_\_ him to have a better job.  (for/of/to/at)  5. This kind of music is \_\_\_\_. I hardly listen to it. (interesting/disturbing/disturbed/interested) |
| **IV. HOME ASSIGNMENT (2’)**  - T assigns the HOME ASSIGNMENT.  **-** Ss copy their HOME ASSIGNMENT.  - T explains it carefully. | **\* HOME ASSIGNMENT**  -Do exercises in the work book. |

**V. Feedback :** ........................................................................................................................................................................................................................................................................................................................................................................................

*Planning date: 22.09. 2021 Teaching date: (8A,C)27/ 9/ 2021*

***Period 13***

**UNIT 2: LIFE IN THE COUNTRYSIDE**

**Lesson 5: Skills 1 (P.22)**

**I. OBJECTIVES:**

-By the end of the lesson,Ss wil be able to:

**1. Knowledge:**

- ***Vocabulary*** : Read, write and understand words : diet, expert, tip, stay in shape.

- ***Language*** Review - Imperatives with *more* and *less* - Compound sentences

***- Pronunciation***: pronounce the following words; diet, expert, tip, stay in shape correctly:

**2. Skills**: - Read for specific information about an unusual lifestyle in the countryside

- Talk about what they like or dislike about life in the countryside

**3. Attitude :**

- Know more about about the nomadic life.

- Understand and actively respond to questions about nomadic life.

**4. Competencies**

- Form and improve such competences as pair work, communication, presentation , collaboration and assessment.

**II. PREPARATIONS:**

**Teacher:** poster,pictures, text books, laptop

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Some students may not know much information about calorie.

- T may guide them study the reading text carefully.

**IV. PROCEDURE:**

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| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS AND BOARD DISPLAY** |
| **I. WARM UP : Brainstroming (5’/GW)**  **Brainstorming**  - T shows Ss some picture of Mongolia  - T writes the word *Mongolia* on the board.  - Have Ss brainstorm what they know about this country and its people ( they can express in Vietnamese some words that they can’t express in English)  - Keep it to the end of the period  -Introduce the new lesson | **UNIT 2: LIFE IN THE COUNTRYSIDE**  Lesson 5. Skills 1 (P.22)  **Brainstroming**  Move a lot Don’t live in houses |
| **I. BEFORE READING**  **\* Vocabulary:(7’/IW/PW)**  - Teacher use different techniques to teach vocabulary (situation, pictures….)  \* Checking vocab: R&R  **TASK 1. Quickly read the passage and choose the most suitable heading A, B, C for each paragraph.**  **(5’/IW, PW)**  **-** Ss read the headings first and make sure they understand their meanings.  - Ss work individually to read each part of the passage and choose the correct heading for it.  Have Ss exchange their answers  - T checks and confirms the correct answers. | **I. READING**  **\* Vocabulary:**   |  |  |  | | --- | --- | --- | | -**no**mad | (n) | Dân du mục | | -**no**madic | (adj) | Có tính du mục | | -**dai**ry | (n) | Sự sản xuất bơ sữa | | -**pas**ture | (n) | Đồng cỏ | | -**grass**land | (n) | Đồng cỏ | | -**cir**cular | (adj) | tròn | | -**per**manent | (adj) | Lâu dài |   **1. Quickly read the passage and choose the most suitable heading A, B, C for each paragraph.**  **Key**: 1.The importance of cattle to the nomads  2. The nomads’ home  3. Nomadic children’s lives |
| **WHILE READING**  **TASK 2: Match the descriptions with the words /phrases from the passage. (7’/IW)**  - Have ss go through the table  **-**Ask Ss to read the passage again and underline the words (a-e) then try to guess the meanings of these words, based on the context.  - Ss complete the task independently.  - Have ss write the answers on the board  - T corrects **.**  **TASK 3. Read the passage again and choose the best answer A, B, C, or D. (5/’IW)**  - Ss read the sentences and do the exercise independently.  - T may guide Ss to look for key words which can help them find the part of the passage where the information for the answers is given.  -T gets feedback and corrects. | **2. Match the descriptions with the words /phrases from the passage.**  ***\* Key:***  1.b 2.d 3.e 4.a 5.c  **3. Read the passage again and choose the best answer A, B, C, or D.**  **\*Key:**  1.A 2.C 3.A  4.B 5.B 6. D. |
| **III. SPEAKING (5’/IW)**  **TASK 4**  - T asks ss to ask and answer at home.  **TASK 5a: T asks Ss to discuss at home**. | **III. SPEAKING**  **4 Work in pairs. Interview your partner to see if he/she likes or dislikes Mongolian nomadic life.**  **5a: Work in pairs. Discuss and find** |
| **III.WRAPPING UP (5’/PW)**  **TASK 5b: Report your findings to the class.**  - Have ss read the example and report their findings to the class T summarizes the main point of the lesson.   * **Example:**   Both of us love picking fruit in the summer. It can be hard work but very satisfying. | **Choose the best answer:**  1. A. buffalo B. countryside C. envious  D. collection  2. A.facility B. opportunity C. comparative  D. perhaps  3. A. traditionally B. generously C. usually  D. difficult  4. Peasants collect water \_\_\_ the river to water plants. A. for B. with C. of D. on  5. A dog is \_\_\_ than a buffalo.  A. nicer B. more nice C. nice D. Beautiful  6,Nam helped his parents ............... the rice onto the buffalo-drawn cart.  A. load B. collect  C. dry D. ride  7,Why don’t you apply for this job ? It’s right ..................your street .  A.on B.in C.up D.with  8,Tonight I’d like ..............out , but I have to do my homework .  A.to go B.go C.went D.will go |
| **IV. HOME ASSIGNMENT (1’)**  - T assigns the home assignments.  **-** Ss copy their home assignments.  - T explains it carefully. | **\* HOME ASSIGNMENT**  - Do exercise C1,2/ P.12, D1/ P.13 in work book. |

**V. Feedback :**

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*Planning date: 22.09. 2021 Teaching date: 28(8A,C)/ 9/ 2021*

***Period 14***

**UNIT 2: LIFE IN THE COUNTRYSIDE**

**Lesson 6: Skills 2 (P.23)**

**I. OBJECTIVES:**

-By the end of the lesson,Ss wil be able to:

**1. Knowledge:**

***- Vocabulary*** : the lexical items related to life in the countryside: equip- oil lamp- stream

***- Language***: - Present Tense and Past tense.

***- Pronunciation***: pronounce the following words- equip- oil lamp- stream correctly:

2. Skills: - Listen to get specific information about changes in the countryside

- Write a paragraph about changes in the countryside

**3. Attitude :**

- Know more about the changes in the life in the countryside.

- Understand and actively respond to questions about the differences of the life in the countryside now and in the past.

**4. Competencies:**

- Form and improve such competences as teamwork, communication, presentation , collaboration and assessment.

**II. PREPARATIONS:**

**Teacher:** Posters,Pictures ; text books,laptop, recording.

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Students may not have enough time to do all the exercises.

- T lets them do ex 6 at home.

**IV. PROCEDURE:**

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| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS AND BOARD DISPLAY** |
| **I. WARM-UP: (3’/GW)**  ***\*Brainstorming:***  - Let Ss work in 2 groups, go to the board to write the words about the country life and the city life.  - T checks and comments. | **UNIT 2: LIFE IN THE COUNTRYSIDE**  Lesson 6. Skills 2 (P.23)  ***\*Brainstorming:***   |  |  | | --- | --- | | - big buildings  - cars  - modern  - motorbikes  - noisy  - dirty  - busy  - polluted air | - beautiful views  - small houses  - quiet  - trees  - gardens  - friendly  - fresh air/ food  - cheap | |
| **II. BEFORE LISTENING**  ***\* Vocab:* (5’/IW)**  - T uses pictures to teach vocab.  - Ss repeat chorally, individually then copy the words in their notebook.  2. Set the scene **(2’/IW)**  - T asks ss to look at the picture in the book and lead ss to the listening task.  Who are they?/ Where are they now?  How is the house? The road?.....  **III. WHILE LISTENING**  **TASK**  **1.**  **Listen to a boy talking about changes in his village and tick (√) the changes he mentions.(7’/IW)**  - Ss go through the sentences from A to F and guess which sentences the boy mentions  - T collects some ss' ideas.  - T plays the recording.  - Ss listen to the recording and check the prediction.  - Ss compare the answers with their partners  - T gets feedback then plays the recording once to check.  - T confirms the correct sentences  **TASK 2:**  **Listen again and say if the sentences are true (T) or false (F). (5’/IW)**  - Ss read the sentences individually.  - T plays the recording again.  - Ss listen and complete the exercise.  - T checks their answers as a class.  **TASK 3:**  **Listen again and answer the questions in no more than FOUR words. (5’/IW)**  ***-***Ask Ss to read the questions first and answer  some questions without listening to the  recording again.  - T plays the recording.  - Ss listen and decide what word/phrase to  write down for the answers. They can  compare their answerswith a partner.  - T calls on some ss to write the answers  on the board.  - Ask other ss to give comments  - T confirms the right answers | **I. LISTENING**  ***\* Vocab:***  - equip(v): trang bị  - oil lamp(n): đèn dầu  - stream(n): dòng suối  **1. Listen to a boy talking about changes in his village and tick (√) the changes he mentions.**  **\* Key**:  A…..…The roads in the village  B…✓…Electrical applicances in the homes  C…✓…Means of transport  D….......Entertainment  E…✓…School  F…✓…Visitors  **2 Listen again and say if the sentences are true (T) or false (F).**  **\*Key:**  1.F 2.T 3.F 4.T 5.T  **3 Listen again and answer the questions in no more than FOUR words.**  1.Who often tells the boy stories about the past?  2.What do the villagers now know more about?  3.Where is the new school?  4. What do the visitors want to experience in 1 village?  **\* Key:**  1.His parents .  2. Life outside their village.  3. Nearby/Near the village .  4. A nomadic life. |
| **III. AFTER LISTENING(5’/IW)**  **WRITING**  ***Which change(s) in the Listening do you see as positive? Which do you see as negative?***  ***Support your opinion with a reason. Write it out.***  T guides Ss of the changes in the village from the listening passage.  Eg: -earthen houses -> brick houses  **TASK 5. Work in groups. Discuss and find some change in a rural area. Make notes of the changes.(5’/GW)**  -T guides Ss to do at home. | **III. WRITING**  **4 What do you think?**  ***Which change(s) in the Listening do you see as positive? Which do you see as negative?***  ***Support your opinion with a reason. Write it out.***  **5. Work in groups. Discuss and find some change in a rural area. Make notes of the changes.**  ***\* Example: Changes in HaiPhong city:***  - The city has connected with the national electric grid. |
| **III. WRAPPING UP (7’/GW)**  **TASK 6. Write a short paragraph about the changes.**  -Ss use their notes about the changes in a rural area to write a paragraph describing the changes. '  -T can guide their writing by providing them with some key words/phrases like ‘The first change is…’ or ‘' The change we are most interested in is...."-T summarizes the main point of the lesson. | **6. Write a short paragraph about the changes.**  + Sample writing:  There have been a lot of changes in my village in the recent years.  *Firstly*, we are better equipped with many modern electric devices such as TVs, fridges, etc. *Secondly*, we have established hospitals, schools, buildings, and factories nearby, which helps our local life better. *Especially*, young people could have more chance to get a high-paying job.For these reasons, they we really feel happy about the changes. *However*, these changes also have some negative effects. Factories cause air and water pollution.There are more people , more traffic jams and accidents , less spaces, and less fresh air, etc.I hope we could balance both positive and negative effects to get a beautiful life. |
| **IV. HOME ASSIGNMENT (1’)**  - T assigns the home assigment.  **-** Ss copy their home assigment.  - T explains it carefully. | **IV. HOME ASSIGNMENT**  - Do E1, E2/ P.15/WB |

**V. Feedback :**

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*Planning date: 22.09. 2021 Teaching date: 30 (8A,C)/ 9/ 2021*

***Period 15***

**UNIT 2: LIFE IN THE COUNTRYSIDE**

**Lesson 7: Looking back (P.24-25)**

**I. OBJECTIVES:**

-By the end of the lesson,Ss wil be able to review vocabularies and the grammar points they have learnt in this unit.

**1. Knowledge:**

- ***Vocabulary:***Review: The lexical items related to life in the countryside

- ***Language***: Review - Compative forms of adverbs

***- Pronunciation***: pronounce the following words: peaceful, vast, quiet, nomadic inconvenient, ger, pasture, cattle, horses correctly:

**2. Skills**: Reading, Speaking & Writing

**3. Attitude:**

- Know more about about life in the countryside

- Understand and actively respond to questions about life in the countryside

**4. Competencies**

- Form and improve such competences as teamwork, communication, presentation , collaboration and assessment.

**II. PREPARATIONS:**

**Teacher:** Poster,Pictures, text books, laptop, T.V.

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

* There may not be enough time for Ss to do all the TASK in class.
* Let them do Project at home.

**IV. PROCEDURE:**

I.**Choose the best answer among A, B, C, D(7pts)**

1.I always enjoy .....................to my grandfather . He always tells me great stories .

A.to talk B.to talking C.talking D.talk

2.She hates ............................, so she usaually takes a bus to work .

A.to drive B.driving C.to be driven D.A&B are correct

3.How much time do you spend ..........................leisure activities ?

A.on B.in C.for D.with

4.Daisy is .......................social media . She spends lots of time on facebook and instagram

A.tired of B.bored with C.addicted to D.curious about

5. Nga likes ...................with her close fried on Saturday evenings . She feels relaxing .

A.window shop B.window to shop

C.window shops D.window shopping

6. In Emi’s opinion, city life is more ................. than country life.

A. friendly B. exciting C. natural D. peaceful

7.Viet plays the guitar...................... than Phong does.

A. more goodly B. more well C. better D. gooder

8.Nam helped his parents ............... the rice onto the buffalo-drawn cart.

A. load B. collect C. dry D. ride

9.Why don’t you apply for this job ? It’s right ..................your street .

A.on B.in C.up D.with

10.Tonight I’d like ..............out , but I have to do my homework .

A.to go B.go C.went D.will go

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| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS AND BOARD DISPLAY** |
| **I.WARM-UP.Network.(3’/GW)**  - Have Ss work in two team and write as many words related to the two topic as possible.  Ss work in 2 teams to play.  T checks and comments. | **UNIT 2: LIFE IN THE COUNTRYSIDE**  Lesson 7: Looking back (P.24-25)  Drink enough water  Watch less T.V  Sun burnt |
| **II. NEW LESSON**  **I. VOCABULARY (10’/IW)**  **TASK 1: Use the words and phrases in the box to describe the pictures.Some words/phrases may be used for more than one picture.**  - T asks ss to do this TASK individually.  - T encourages Ss to write down the answers  Ss work individually to write down the answers.  - T corrects the exercise on the board to check spelling.  **TASK 2: Look at each picture and write a sentence describing what each person is doing. Use the verbs in brackets.**  - T asks Ss what they see in each picture.  - Ss have a brief discussion, then complete the exercise individually.  - Correct as a class. | **I. VOCABULARY**  **1.Use the words and phrases in the box to describe the pictures.Some words/phrases may be used for more than one picture.**  **\*Key:**  **Picture a**: peaceful, vast, quiet, pasture, paddy field  **Picture b**: quiet, colourful, paddy field, harvest time, rice  **Picture c**: peaceful, vast, quiet, nomadic life, inconvenient, ger, pasture, cattle, horses  **2 Look at each picture and write a sentence describing what each person is doing. Use the verbs in brackets.**  **\*Key:**  **+Suggested answers**  1.A boy is riding a horse  2. A man is herding his cattle/sheep.  3. A girl is picking apples (from an apple tree).  4. A boy is flying a kite.  5. The children are running around in the fields/countryside.  6. A woman is collecting water from the river. |
| **II. GRAMMAR (15’/IW/PW)**  **TASK 3 Look at the pictures and compete the sentences. Use suitable comparatives of the adverbs in brackets.**  Ask Ss to complete the task individually.  - Check and confirm the correct answer.  **TASK 4 .Read the situations below and complete the sentences with suitable forms of the adverbs in brackets.**  - T asks Ss to do exercise 4 individually.  - Ss compare their answers with a partner.  - Check their answers. | **II. GRAMMAR**  **3 Look at the pictures and compete the sentences. Use suitable comparatives of the adverbs in brackets.**  ***\* Key:***  1.faster than 2.earlier than  3.better-than 4.more skillfully than  5.more beautifully-than.  **4 .Read the situations below and complete the sentences with suitable forms of the adverbs in brackets.**  ***Key:***  1…faster than a camel.  2…more happily than those in the city.  3…more heavily on the weather than people in many other jobs.  4…worse than I do |
| **III. COMMUNICATION (8’/PW)**  **TASK 5: Work in groups.**  **You are planning a trip to the countryside. Work together and answer the question. *‘What will you do during the trip to te countryside?’* Write the answers in the table below.**  T divides the Ss into pairs.  T asks one pair to come up and role-play the example in the book.  T asks the Ss to create their own role-plays from the sample problems in the book.  T chooses a pair or two to do their role-plays in front of the class. | **III. COMMUNICATION**  **5: Work in groups.**  **You are planning a trip to the countryside. Work together and answer the question. *‘What will you do during the trip to te countryside?’* Write the answers in the table below.** |
| **V. HOME ASSIGNMENT (2’)**  - T assigns the home assignment.  **-** Ss copy their home assignment.  - T explains it carefully. | **HOME ASSIGNMENT.**  - Do Project at home.  - Revise all the grammartical and lexical points of Unit 2. |

**V. Feedback :**

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