**Date:20/9/2024**

**P9. UNIT 2: LIFE IN THE COUNTRYSIDE**

**Lesson 1: Getting started – Last summer holiday**

**I. OBJECTIVES**

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

**1. Knowledge**

- Gain an overview about the topic *Life in the countryside*

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

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Love talking about activities in the countryside

**II. MATERIALS**

- Grade 8 textbook, Unit 2, Getting started

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. harvest (v) | /ˈhɑːvɪst/ | to pick and collect crops, or to collect plants, animals, or fish to eat | thu hoạch |
| 2. combine harvester (n) | /kəmˈbaɪn ˈhɑːvɪstər / | an agricultural machine that reaps, threshes, and cleans a cereal crop in one operation | máy gặt |
| 3. herd (v) | /hɜːd/ | ​to make animals move together as a group | chăn thả (gia súc) |
| 4. paddy field (n) | /ˈpædi ˌfiːld/ | a field planted with rice growing in water | cánh đồng lúa |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Ss may lack experience of group / team work. | - Encourage Ss to work in groups so that they can help one another.  - Give short, clear instructions, and help if necessary. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To set the context for the introductory dialogue.

- To introduce the topic of the unit.

**b. Content:**

**-** Questions & answers about summer activities

- Watching video of summer in the countryside

**c. Expected outcomes:**

- Students know thetopic of the unit and are ready for the conversation.

**d. Organisation:**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Asking questions:**  - T asks Ss “What did you do last summer?”.  - Ss answer the question individually.  - Teacher shows students a video of summer in the countryside and asks students to guess what the video is about. - T sets the context for the listening and reading text: Write the title on the board *Life in the countryside – Last summer holiday*. | **Questions:**  *What did you do last summer?*  *What is the video about?*  **Suggested answers:**  *Life in the countryside* |

**e. Assessment:**

**-** Teacher calls 3-5 students to answer.

**2. ACTIVITY 1: PRESENTATION** (7 mins)

**a. Objectives:**

- To prepare vocabulary for students to understand the conversation.

**b. Content:**

**-** Vocabulary pre-teaching.

**c. Expected outcomes:**

- Students know how to use the target vocabulary.

**d. Organisation:**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Vocabulary pre-teaching**  - 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.  - Teacher introduces the vocabulary.  - Teacher checks students’ understanding with the “Rub out and remember” technique. | **New words:**  1. harvest (v)  2. combine harvester (n)  3. herd (v)  4. paddy fields (n) |

**e. Assessment**

- Teacher checks students’ pronunciation and gives feedback.

- Rub and check the vocabulary.

**3. ACTIVITY 2: PRACTICE** (20 mins)

**a. Objectives:**

- To help Ss use words and phrases related to farm work in the countryside.

- To help Ss further understand the text.

- To introduce some vocabulary items related to activities that rural people often do.

**b. Content:**

- Task 1: Listen and read.

- Task 2: Read the conversation and choose the correct answer to each question.

- Task 3: Complete the sentences with the words and phrases from the box.

- Task 4: Match the activities (1 - 6) that people living in the countryside often do with the pictures (a - f).

**c. Expected outcomes:**

- Students understand the conversation and know the vocabulary related to the topic.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 1: Listen and read.** (4 mins) | |
| - Teacher plays the recording and asks students to circle the words learnt in the *Presentation* stage.  - Teacher can play the recording more than once.  - Students listen and read. | The dialogue on page 16 |
| **Task 2: Read the conversation again and choose the correct answer to each question.** (5 mins) | |
| - Teacher asks Ss to 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).*  - Tell them to underline parts of the dialogue that help them to answer. Set a strict time limit to ensure Ss read the text quickly for information.  - Tell them to compare their answers in pairs before sharing them with the class. Ask them to give evidence  to support their answers. | ***Answer key:***  1. A  2. B  3. C  4. A |
| **Task 3: Complete the sentences with the words and phrases from the box.** (5 mins) | |
| - Teacher tells Ss to read the conversation again, work independently to do the task, and then 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.  - T asks 2 students to write their answers on the board.  - Check the answers as a class. | ***Answer 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).** (6 mins) | |
| - T has Ss work individually to match the words and phrases in the box with the pictures. Have them compare their answers with their partners. Then ask for Ss’ answers. Quickly write their answers on the board without confirming the correct answers.  - T has Ss listen to the recording, check their answers, and repeat the words / phrases. Ask Ss to look at the answers on the board and say if they are right or wrong. Confirm the correct answers.  - Teacher checks the answers as a class and gives feedback. | ***Answer key:***  1. d  2. a  3. f  4. e  5. b  6. c |

**e. Assessment**

**-** Teacher corrects answers for the students as a whole class.

**4. ACTIVITY 3: PRODUCTION** (8 mins)

**a. Objectives:**

- To get students to ask and answer about activities that rural people often do.

**b. Content:**

**-** Task 5: Work in pairs. Ask and answer about the pictures in 4.

**c. Expected outcomes:**

**-** Students’ conversations

**d. Organisation:**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 5: Work in pairs. Ask and answer about the pictures in 4.** | |
| - Model this activity with a 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 some pairs to practise in front of the class. Comment on their performance. | ***Example:***  *- What are they doing in picture a?*  *- They’re ploughing a field.* |

**e. Assessment:**

- Teacher gives corrections and feedback to students’ conversations.

**5. CONSOLIDATION**

**a. Wrap-up**

- Ask one or two Ss to tell the class what they have learnt.

- Ask Ss to say aloud some words and phrases they remember from the lesson.

**b. Homework**

- Students’ workbook.

- Start preparing for the Project of the unit:

Teacher randomly puts Ss in groups of 4 or 5 and asks them to choose a village in Viet Nam or in a foreign country that they would like to visit. They have to find suitable photos to create a poster about it. Students will show their posters and present their ideas in Lesson 7 – Looking back and Project. (Teacher should check the progress of students’ preparation after each lesson.)

**Board Plan**

**Date: 20/9/2024**

**P11. UNIT 2: LIFE IN THE COUNTRYSIDE**

**Lesson 2: A closer look 1**

**I. OBJECTIVES**

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

**1. Knowledge**

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

- Pronunciation: Correctly pronounce words that contain the sounds: /ə/ and /ɪ/

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Love talking about activities in the countryside

**II. MATERIALS**

- Grade 8 textbook, Unit 2, A closer look 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. cattle (n) | /ˈkæt(ə)l/ | cows and bulls kept by farmers for their milk or meat | gia súc |
| 2. poultry (n) | /ˈpəʊltri/ | birds such as chickens that are used for meat or eggs  a poultry farm | gia cầm |
| 3. crop (n) | /krɒp/ | ​a plant grown for food, usually on a farm | hoa màu |
| 4. vast (adj) | /vɑːst/ | extremely large | mênh mông |
| 5. hospitable (adj) | /hɒˈspɪtəb(ə)l/ | generous towards visitors and guests | hiếu khách |
| 6. picturesque (adj) | /ˌpɪktʃəˈresk/ | attractive, beautiful | đẹp như tranh vẽ |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Ss may lack experience of group / team work. | - Encourage Ss to work in groups so that they can help one another.  - Give short, clear instructions, and help if necessary. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson.

- To lead into the new lesson.

**b. Content:**

**-** Game: Matching words with pictures

**c. Expected outcomes:**

- Students get some vocabulary from the lesson and be ready for the lesson.

**d. Organisation:**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **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. | **Questions:**  Match the words with the correct pictures.  ***Suggested answers:***  1. cattle (n)  2. vast (adj)  3. crop (n)  4. hospitable (adj)  5. poultry (n)  6. picturesque (adj) |

**e. Assessment:**

**-** Teacher shows students the answer on the screen and announces the winning group.

**2. ACTIVITY 1: VOCABULARY** (20 mins)

**a. Objectives:**

- 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.

**b. Content:**

**-** Vocabulary pre-teaching.

- Task 1: Circle the correct words to complete the sentences.

- Task 2: Match the following adjectives with their definitions.

- Task 3: Complete the sentences with the words from 2.

**c. Expected outcomes:**

- Students understand how to use the vocabulary related to the topic.

**d. Organisation:**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Vocabulary pre-teaching** (6 mins) | |
| - Teacher asks students to guess the meaning of the words that they have matched in the Warm-up activity.  - Teacher introduces the vocabulary.  - Teacher checks students’ understanding by the follow-up tasks in the student's book. | ***New words:***  1. cattle (n)  2. poultry (n)  3. crop (n)  4. vast (adj)  5. hospitable (adj)  6. picturesque (adj) |
| **Task 1: Circle the correct words to complete the sentences.** (4 mins) | |
| - Teacher asks Ss to 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. | ***Answer key:***  1. cattle  2. fruit  3. crops  4. unloaded  5. catching |
| **Task 2: Match the following adjectives with their definitions.** (4 mins) | |
| - Teacher tells 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.  - Confirm the correct answers. | ***Answer key:***  1. c  2. d  3. e  4. b  5. a |
| **Task 3: Complete the sentences with the words from 2.** (6 mins) | |
| - Teacher 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. | ***Answer key:***  1. hospitable  2. well-trained  3. picturesque  4. vast  5. surrounded |

**e. Assessment:**

- Teacher checks students’ pronunciation and gives feedback.

**-** Teacher corrects the answers for students as a whole class.

**3. ACTIVITY 2: PRONUNCIATION** (8 mins)

**a. Objectives:**

- To help Ss identify how to pronounce the sounds /ə/ and /ɪ/.

- To help Ss practise pronouncing these sounds in words and sentences.

**b. Content:**

**-** Task 4: Listen and repeat the words. Pay attention to the sounds /ə/ and /ɪ/.

- Task 5: Listen and practise the sentences. Underline the bold words with /ə/, and circle the bold words with /ɪ/.

**c. Expected outcomes:**

**-** Students repeat the words correctly in words and sentences.

**d. Organisation:**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 4: Listen and repeat the words. Pay attention to the sounds /ə/ and /ɪ/.** (5 mins) | |
| - Teacher asks some Ss to 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.  - Explain to Ss the difference between the two sounds if needed:  + /ɪ/ is a “front vowel”, meaning the front part of the tongue is raised while articulating this vowel. It’s  also a “close vowel”. A close vowel is one where the jaws come close to each other.  + /ə/ on the other hand is a “mid vowel”; it means that the jaws aren't closer to each other. It's also a “central vowel”. A central vowel means the central part of the tongue is raised while articulating this vowel. It's often unrounded.  - Invite some Ss to say some words they know that include the two sounds. | ***Suggested outcome:***  Students repeats the words correctly |
| **Task 5: Listen and practise the sentences. Underline the bold words with /ə/, and circle the bold words with /ɪ/.** (8 mins) | |
| - Teacher aks Ss to 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 underline and circle the appropriate sounds.  - 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. | **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. |

**e. Assessment:**

- Teacher gives corrections and feedback to students’ pronunciation.

**4. CONSOLIDATION**

**a. Wrap-up:**

- Ask one or two Ss to tell the class what they have learnt.

- Ask Ss to say make some sentences with words and phrases they remember from the lesson

**b. Homework:**

- Students’ workbook.



***Match the words to the suitable pictures***





















**Date: 22/9/2024**

**P12. UNIT 2: LIFE IN THE COUNTRYSIDE**

**Lesson 3: A closer look 2**

**I. OBJECTIVES**

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

**1. Knowledge**

- The ***comparative forms of adverbs***

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Love talking about activities in the countryside

**II. MATERIALS**

- Grade 8 textbook, Unit 2, A closer look 2

- Computer connected to the Internet

- Projector / TV/

- *hoclieu.vn*

**Language analysis**

| **Structure** | **Examples** |
| --- | --- |
| 1. For most adverbs (often with two or  more syllables), we make comparative forms by 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*. | fast → faster  hard → harder |
| 3. Some irregular adverbs: well, fast, hard,… | well → better  hard → hard |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Ss may lack experience of group / teamwork. | - Encourage Ss to work in groups so that they can help one another.  - Give short, clear instructions, and help if necessary. |

**III. PROCEDURES**

**1. WARM-UP** (6 mins)

**a. Objectives:**

- To review comparative forms of adjectives before the lesson.

- To introduce the term of comparative form of adverbs.

**b. Content:**

-Making comparison between two pictures.

**c. Expected outcomes:**

- Students’ answers.

**d. Organisation:**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **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. | ***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. |

**e. Assessment:**

**-** Teacher corrects students (if needed).

**2. ACTIVITY 1: PRESENTATION** (8 mins)

**a. Objectives:**

- To teach Ss the comparative forms of some adverbs that Ss normally use in everyday conversations.

**b. Content:**

- The comparative adverbs

**c. Expected outcomes:**

- Students know how to use the target grammar.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Grammar teaching: Comparative adverbs**  1. For most adverbs (often with two or more syllables), we make comparative forms by adding *more*.  2. For adverbs that have the same forms as adjectives like fast, hard, soon, etc., we make comparative forms by adding -*er*.  3. Some irregular adverbs | **Examples:**  1. adding *more:*  slowly → more slowly  carefully → more carefully  2. adding *-er:*  fast → faster  hard → harder  3. irregular adverbs:  well → better  badly → worse |

**e. Assessment:**

- Teacher checks students’ understanding by asking some questions.

**3. ACTIVITY 2: PRACTICE** (20 mins)

**a. Objectives:**

- To help Ss practise the correct comparative forms of adverbs in sentences.

**b. Content:**

- Task 1: Write the comparative forms of the adverbs in the table below.

- Task 2: Complete the sentences with the comparative forms of the adverbs in brackets.

- Task 3: Complete the sentences with suitable comparative forms of the adverbs from the box.

- Task 4: Read the situations and complete the sentences using the comparative forms of the adverbs in brackets.

**c. Expected outcomes:**

- Students understand how to use the target grammar.

**d. Organisation:**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 1: Write the comparative forms of the adverbs in the table below.** (4 mins) | |
| - Teacher asks Ss to do the exercise individually and then check their answers in pairs.  - Teacher invites some Ss to share their answers. Confirm the correct answers. | ***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: Complete the sentences with the comparative forms of the adverbs in brackets.** (5 mins) | |
| - Have Ss do the exercise individually and then compare their answers with their partners.  - Ask some Ss 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. | ***Answer key:***  1. more beautifully  2. more clearly  3. faster  4. harder  5. more heavily |
| **Task 3: Complete the sentences with suitable comparative forms of the adverbs from the box.** (5 mins) | |
| - Have Ss do the exercise individually and then compare their answers with their partners.  - Ask some Ss 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. | ***Answer key:***  1. more carefully  2. faster  3. more quietly  4. more soundly  5. earlier |
| **Task 4: Read the situations and complete the sentences using the comparative forms of the adverbs in brackets.** (6 mins) | |
| - Teacher ask Ss to read the situations carefully. If necessary, T may explain each situation to Ss. Ask Ss to complete the sentences individually and then compare their answers with their partners.  - Ask some Ss to write their answers on the board.  - Check the answers with the whole class. Confirm the correct answers. | ***Answer key:***  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. |

**e. Assessment:**

**-** Teacher corrects students as a whole class.

**4. ACTIVITY 3: PRODUCTION (10 mins)**

**a. Objectives:**

- To help Ss practise using comparative adverbs to make comparisons

**b. Content:**

**-** Task 5. Work in pairs. Ask and answer to find out who...

**c. Expected outcomes:**

**-** Students’ conversations

**d. Organisation:**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 5: Work in pairs. Ask and answer to find out who:** | |
| - Model this activity with a 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 some pairs to practise in front of the class. Comment on their performance. | **Who:**  **-** can run faster  **-** can jump higher  **-** stay up late at night  **-** gets up earlier in the morning  **Suggested outcome:**  *A: How fast can you run?*  *B: I can run 15 kilometres an hour.*  *A: Ok, so you can run faster than me.*   * *I can run fast but B can run faster than I do.* |

**e. Assessment:**

- Teacher gives corrections and feedback.

**5. CONSOLIDATION**

**a. Wrap-up:**

- Summarise the main points of the lesson.

- Ask Ss to make sentences about themselves, using comparative adverbs.

**b. Homework:**