Date of preparation: 4 /10 /2024

Date of teaching: 8A1: /10 / 2024

8A2: /10/ 2024

8A3: /10 / 2024

##### **UNIT 2: LIFE IN THE COUNTRYSIDE**

##### **PERIOD 10: A CLOSER LOOK 2**

##### **I. OBJECTIVES:**

##### By the end of the lesson, students will be able to:

##### **1. Knowledge:**

Understand the usage of “The ***comparative adverbs”***

##### **2. Competences:**

- Use The comparative adverbs to make sentences.

- Apply the comparative adverbs to do exercises given.

*\* Use The comparative forms of adverbs to talk about their own activities*

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Attitude**:

- Be positive toward the teacher’s lesson.

##### - Respect for teachers and classmates.

- Love activities in the countryside

##### **II. TEACHING AIDS**

- Grade 8 textbook

- Computer connected to the Internet

- Projector / TV/

- soft book

**III. PROCEDURE:**

|  |  |
| --- | --- |
| **Teacher’s and Ss’ activities** | **Contents** |
| **1. Organization (1’)**  - Greetings  - Checking Ss’ attendance  Total 8A1……. 8A2…….8A3 …….. **2. Check old lesson /Warm up:** Game: List the adverbs you know **3. New lesson** **\* Activity 1 (10’) Grammar teaching:**  - Ask Ss to look at the REMEMBER! And say about what they know about  **Comparative adverbs**  1. For most adverbs (often with two or more syllables), we make comparative forms by adding *more/less*.  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 - Teacher checks students’ understanding by asking some questions. **\* Activity 2 (25’)****Ex1** - 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. **Ex2.**  - 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.**Ex3.**  - 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.**Ex4.**  - 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. **Ex5.**  - 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.  - Teacher gives corrections and feedback. **4. Feedback (2’)**: - Summarise the main points of the lesson.  - Ask Ss to make sentences about themselves, using comparative adverbs. **5. Homework:(3’)** - Give out homework and guide ss to prepare for the new lesson.  - Remind Ss to follow the traffic rules. | **I. Grammar: Comparative adverbs** **Examples:**  **1. adding *more with long advs***  *=> more/ less + ADV*  *=>* S + V + more/ less + ADV + than + S + (aux)  slowly → more slowly  carefully → more carefully  ***2. adding -er:***  => adv\_er + than  => S + V + ADV +er + than + S + (aux)  fast → faster  hard → harder  ***3. irregular adverbs:***  well → better  badly → worse **II. Practice** **Ex1. Write the comparative forms of the adverbs in the table below**   |  |  | | --- | --- | | **Adverbs** | **Comparative forms** | | long | longer | | high | higher | | late | later | | quickly | more quickly | | frequently | more frequently | | early | earlier | | much | more | | little | less |  **Ex 2. Complete the sentences with the comparative forms of the adverbs in brackets.**  |  |  |  | | --- | --- | --- | | 1. more beautifully | 2. more clearly | 3. faster | | 4. harder | 5. more heavily |  |  **Ex3: Complete the sentences with suitable comparative forms of the adverbs from the box.**  |  |  |  | | --- | --- | --- | | 1. more carefully | 2. faster | 3.more quietly | | 4. more soundly | 5. earlier |  |  **Ex 4. Read the situations and complete the sentences using the comparative forms of the adverbs in brackets.** 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.  **Ex 5. Work in pairs. Ask and answer to find out who:**  - can run faster  - can jump higher  - stays up later at night  - gets up earlier in the morning  **Example**  A: How fast can you run?  B: I can run 15 kilometres an hour.  A: OK, you can run faster than me.  **Report your results to the class.** **\* Homework**- Learn by heart the verbs of liking and verbs of disliking.- Pprepare: Communication+ Look up the new words + Find the ways of inviting and accepting invitations. + Use pencils to do exercises given in the textbook. |

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8A2: /10/ 2024

8A3: /10 / 2024

**UNIT 2: LIFE IN THE COUNTRYSIDE**

**PERIOD 11: COMMUNICATION + TEST 15’**

**I. OBJECTIVES:** By the end of the lesson, students will be able to:

**1. Knowledge:**

- Give and respond to compliments

**2. Competences:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Attitude**:

- Be ready and confident in real life conversations

**II. TEACHING AIDS**

Ss’ books, text books, projector, computer, wifi, soft documentary

**III. PROCEDURE**

**TEST 15’**

**I. Chọn 1 đáp án đúng nhất trong các câu sau.**

1.The teacher asked me to speak\_\_\_\_\_\_.

A.loud B.louder C.more loud

2.Today you looks\_\_\_\_\_\_\_\_than usual.

A.more confident B.more confidently C. confidently

3.My mother is\_\_\_\_\_ than me.

A.more beautiful B.more beautifully C.beautifully.

4.No one in my class runs\_\_\_\_\_than Peter.

A.more fastly B.more better C.faster.

5.You have to work\_\_\_\_\_\_If you want to succeed.

A.more hardly B.hardlier C.harder

**II. Viết lại các câu sau mà nghĩa không thay đổi**

1.The black dress is more expensive than the red one.

🡪The red dress ......................................

2.Today it is colder than yesterday.

🡪Yesterday…………………………………………..

3.I don’t think you are taller than me.

🡪I don’t think I………………………………………..

4.Is Jim worse at Math than John?

🡪Is John……………………………………………

5. Jim looks younger than his classmates.

🡪Jim’s classmates……………………………………..

|  |  |
| --- | --- |
| **Teacher’s and Ss’ activities** | **Contents** |
| **Organization (1’)** Total 8A1……. 8A2…….8A3 ……..**2. Check old lesson/ warm up****3. New lesson (24’)****Activity 1** **Ex1** **-** Play the recording for Ss to listen and read the two dialogues between Tom and Mai, Nick and Hoa at the same time. Ask Ss to pay attention to the questions and answers.  - Have Ss practise the dialogues in pairs. Call on some pairs to practise the dialogues in front of the class. **Ex2** - 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. **Ex3.**  - 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. **Ex4.**  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.  presentation, invite comments on his or her clarity, language, and fluency from other Ss. **Ex5.** - Call on some Ss to give the presentation to the whole class. After each student finishes his or her **4. Feedback (2’)**:- Ask Ss to summarize what they have learnt in the lesson.**5. Homework:(3’)** - Give out homework and guide ss to prepare for the new lesson. | ***Suggested answers:***  2. Happy birthday. Wow, you’re wearing such a beautiful dress.  1. Thank you. Yours is, too.  3. Here is your present. I hope you like it.  5. This is the best gift I have ever had. I love it. 4. I’m glad you like it.**I. Task 1: Listen and read the conversations. Pay attention to the highlighted sentences.** **Ex1.**  **Audio script – Track 10:**  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.  Hoa: I’m glad you like it, Nick. I think its colour really suits me. **Ex2. Work in pairs. Make similar conversations to practise giving and responding to compliments, using the cues below.** **Cues:**  **-** a shirt  **-** a bicycle **-** a school bag**Ex3. 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. |  | ✔ |  **Ex4. Work in groups. Take turns to talk about the similarities and differences between Duong Lam and Hollum.**  **Example:**  *Duong Lam and Hollum are both ancient* *villages, …***Ex5. Work in pairs. Which village in 3 would you like to visit for a holiday? Explain your choice to your partner.**  ***Suggested outcome:***  A: Which village would you like to visit for a holiday?  B: Duong Lam, of course!  A: Why?  B: Because I love watching the locals making specialities and … \* **Homework:**- Learn by heart the use and forms of liking verbs.- Prepare: Skills 1+ Look up the new words.+ Use pencils to do exercises given in the textbook. |

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Date of preparation: 4 /10 /2024

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##### **UNIT 2: LIFE IN THE COUNTRYSIDE**

##### **PERIOD 12: SKILLS 1**

##### **I. OBJECTIVES:** By the end of the lesson, students will be able to:

1. Knowledge

- Remember the lexical items and recognize reading skills for general and specific information about different aspects of a Vietnamese village .(Activity 1)

- Recognise how to talk about a village or town where one lives (Ex5) (Activity 2)

##### **2.Competences:**

- Gain some information from the text and do the exercises. (Ex1, 2,3) (Activity 1)

-Talk about the village or town where you live(Activity 2)

*\* Talk about a village or town where one lives or which one knows ( including the name, location, how people live, activities, the relationaships …)(Activity 2)*

##### **3. Attitude**:

##### Be positive toward the teacher’s lesson.

##### Respect for teachers and classmates.

##### **II. TEACHING AIDS**

##### Ss’ books, text books, projector, computer, wifi, soft documentary

**III. PROCEDURE:**

|  |  |
| --- | --- |
| **Teacher’s and Ss’ activities** | **Contents** |
| **1. Organization (1’)**  Total 8A1……. 8A2…….8A3 …….. **2. Warm up ( 4’)**- 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 can be used to describe the picture.  - Ask some Ss to say their answers in front of the class  -Teacher leads in the lesson. **3. New lesson****Activity 1: (18’)****1.** Teacher explains the meaning of the new vocabulary by pictures. - Teacher reveals that the words according 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 with follow-up questions **2.** 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.  **3**. 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. **\*Activity 2 (17’)** **4.** Tell each student to make notes. Set a time limit for Ss to do it. (5minutes) - 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. **5.** T asks a 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.  *\* Giffted ss talk about a village or town where one lives or which one knows ( including the name, location, how people live, activities, the relationaships ..)* **4. Feedback (2’):**- Ss repeat the main points in the lesson.**5. Homework:(3’)** - Give out homework and guide ss to prepare for the new lesson.  - Remind Ss to follow the traffic rules. | -  **Ex1 :Look at the picture and discuss the following questions.**  - What can you see in the picture?  - Which adjectives in the box can be used to describe the picture?  ***Suggested answers:***  *- paddy fields, cattle (buffaloes), farmers, a combine harvester, a lake / pond, trees, houses, a dirt road, horizon, etc.*  *- peaceful, vast, picturesque* **I.Reading** New words:  1. stretch (v): trải dài  2. canal (n): kênh đào  3. cultivate (v): canh tác  4. orchard (n): vườn cây ăn quả  **Ex2: 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 **Ex3. Read the text again and tick T (True) or F (False) for each sentence.** ***Answer key*:**  1. T  2. T  3. F  4. F  5. T **II. Speaking** **Ex4: Make notes about the village or town where you live or which you know.**  ***Suggested outcome:***  *Name: Ha Noi*  *Location: Northern Vietnam*  *Scenery:*  *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,…*  **Ex5: 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 ...  *\* Giffted students .* **\* Homework**- Learn by heart new words. Do the task again.- Talk about your hobby- Prepare: Skills 2+ Look up the new words+ Use pencils to do exercises given in the textbook |

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##### **UNIT 2: LIFE IN THE COUNTRYSIDE**

##### **PERIOD 13: SKILLS 2**

##### **I. OBJECTIVES:** By the end of the lesson, students will be able to:

##### **1. Knowledge:**

- Recall the lexical items and listen to someone talking about life in the countryside with friends. (Activity 1).

- Understand how to write an email about leisure activities with friends. (Activity 2)

##### **2. Competences:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

\* Write an email of about 100- 120 words about what someone likes or dislikes about life in the countryside. (Activity 2)

##### **3. Attitude**:

##### - Be positive toward the teacher’s lesson.

##### - Respect for teachers and classmates.

##### - Love reading and talking about activities in the countryside

##### **II. TEACHING AIDS**

##### Ss’ books, text books, projector, computer, wifi, soft documentary

##### **III. PROCEDURE:**

|  |  |
| --- | --- |
| **Teacher’s and Ss’ activities** | **Contents** |
| **1. Organization (1’)**  8A1: …… 8A2: ………8A3: …… **2. Check old lesson/ Warm up** - Some ss go to the board and mime some activities that rural people usually do – others students guess what the activities are.**3. New lesson:****Activity 1** **1.** - Ask ss to work in pairs discuss about what they like or dislike in the countryside. - Ask some ss to share their answers before class.  **For gifted ss:** T may ask some questions about reasons. | **I. Listening****Ex1.** |
| **2.**  - Ss read the questions quickly and underlined the keywords.  - Ss listen twice then give answers, share in pairs.  **For gifted ss:** T may ask them to take notes of information to explain their answers.  - Some ss give answers before class. Other ss share and confirm the correct answers. - Play the recording again to check. | **Ex2.** Speaker 1: BSpeaker 2: ASpeaker 3: C |
| **3.** - Ss read the questions and the options and determine what information they need for answering the questions. - Ss listen once or twice to do the exercises.  - Ss share answers in pairs.  - Invite some pairs to answer and confirm the correct one.  - Play the recording again to check.  **For gifted ss:** T may ask them to give which experience they would prefer to have. | **Ex3.** 1. C 2. A  3. C  4. A  5. B |
| **Activity 2** **4.**- Ask Ss to discuss and write what they like or dislike about life in the countryside and reasons for them. Remind them that they can both write full sentences and make notes, and they can even use abbreviations.- Then ask Ss to share their writings with their partners. Read out the writings of some more ableSs to the whole class.**5.**- Set up the writing activity: T reminds Ss hơ to write. - Ask ss to write the draft individually. 1 or 2 ss write on the board.  - T and other ss comment.  - T may ask ss to write the final version at home. | **II. Writing:** **Ex4.** **Ex5.** |
| **4. Feedback (2’)**- Ss repeat the main points in the lesson.**5. Homework (3’)** - Give out homework and guide ss to prepare for the new lesson.  - Remind Ss to follow the traffic rules. | **\* Homework:**- Finish the writing task.- Prepare: Looking back+ Look up the new words.+ Use pencils to do exercises given in the textbook. |

**TCM KÍ DUYỆT**

**Vũ Thị Thành**

Date of preparation: 04 /10 /2024

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8A2: /10/ 2024

8A3: /10 / 2024

**UNIT 2: LIFE IN THE COUNTRYSIDE**

**PERIOD 14: Looking back and Project**

**I. OBJECTIVES:** By the end of the lesson, students will be able to:

**1. Knowledge:**

- Review the vocabulary and grammar of Unit 2 (Activity 1)

- Apply what they have learnt (vocabulary and grammar) into practice through a project

(Activity 2)

**2. Competences:**

- Use vocabulary related to **life in the countryside** to do Ex1 and Ex2 (Activity 1)

- Use the knowledge of the forms and uses of the comparative of adverbs to do Ex 3 and Ex4 (Activity 2)

- Apply what they have learnt about vocabulary and grammar of Unit 2 into practice through a project about **life in the** **countryside** to do Ex1 and Ex2 (Activity 3)

- Use the knowledge of the forms. (Project - if the time is available) (Activity 4) *\*. Use the knowledge about vocabulary and grammar learnt of Unit 2 to talk about* about the village or town where someone lives

**3. Attitude**:

- Love talking about activities in the countryside, love your hometown, country.

**II. TEACHING AIDS**

Ss’ books, text books, projector/ TV, computer, wifi, soft documentary, hoclieu.vn

**III. PROCEDURE:**

|  |  |
| --- | --- |
| **Teacher’s and Ss’ activities** | **Contents** |
| **1. Organization**  8A1: …… 8A2: ………8A3: ……  **2. Check old lesson/ Warm up. (3’)**  - To create an active atmosphere in the class before the lesson.  - To lead into the revision.  - Revision.  - Ss can tell the teacher what they have learnt in unit 2.  **3. New lesson:**  **\* Activity 1**: **Vocabulary (10 mins)**  **a. Write a phrase from the box under the correct picture. (5 mins)**  - 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.  **b. Choose the correct answer A, B, or C. (5 mins)**  - 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.  **\*Activity 2: Grammar (10 mins)**  - To help Ss revise the forms and uses of comparative adverbs.  **c. Task 3:** **Complete the sentences with the comparative forms of the adverbs in brackets. (6 mins)**  - 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  **d. Task 4:** **Underline the mistakes in the sentences and correct them.** **(6 mins)**  - 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.  \* **Activity 3: Project (8 mins)**  - To help Ss practise making their own poster about their favourite village and present their work.  **-** To help Ss develop the skill of working in groups to do a 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.  - Students vote for the best poster.  - Teacher gives feedback.  **4. Feedback (1’):**  - Ss repeat the main points in the lesson.  **5. Homework (2’):**  - Give out homework and guide ss to prepare for the new lesson.  - Remind Ss to follow the traffic rules. | ***Questions:***  - What have we learnt in Unit 2?  ***Suggested answers:***  - words about life in the countryside  - the sounds /ə/ and /ɪ/ in words and sentences  - comparative forms of adverbs  - giving and responding to compliments  - reading about different aspects of a Vietnamese village  - talking about the village or town where someone lives  - listening to someone’s opinion about life in the countryside  - writing a paragraph about what someone likes or dislikes about life in the countryside  **I. Vocabulary**  **Ex1. *Answer key:***  1. ploughing fields  2. catching fish  3. drying rice  4. unloading rice  5. feeding pigs  6. milking cows  **Ex2. *Answer key:***  1. B  2. C  3. A  4. C  5. A  **II. Grammar:**  **Ex3.**  ***Answer key:***  1. earlier  2. more fluently  3. more easily  4. more heavily  5. harder / better  **Ex4. *Answer key:***  1. as → than  2. quicklier → more quickly  3. more hardly → harder  4. the earlier → earlier  5. more highly → higher  **III. Project**  ***Suggested outcome:***  Students’ posters & presentations  **Homework**  - Review all the grammar and vocabulary in the lesson  - Prepare: Unit 3 (Getting started)  + Listen and repeat the dialogue, look up the new words.  + Use pencils to do exercises given in the textbook. |

**TCM KÍ DUYỆT**

**Vũ Thị Thành**