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| ***Date of planning***24/9/2024 ***Date of teaching*:** 25/9/2024 **Period.: 9** | TA8    **UNIT 2 : LIFE IN THE COUNTRYSIDE**  **Lesson 1: GETTING STARTED**  ***Last summe holiday*** |

##### OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following:

* 1. **Knowledge:**
     + To introduce the topic about “*Life in the countryside”*
     + To practice listening and reading skills .
     + To teach vocabulary about *Life in the countryside*

*+ Vocabulary:*

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

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

*+ Grammar:* Use the comparative forms of adverbs;

##### Competence:

* + - Students will be able to practice listening and reading skills .
    - Develop communication skills and cultural awareness.
    - Be cooperative and supportive in pair work and teamwork.
    - Be actively join in class activities.

##### Qualities:

* + - Love talking about activities in the countryside.
    - Develop self-study skills.

#### TEACHING AIDS:

* + - Teacher: Grade 8 text book, laptop, projector / TV.....
    - Students : Text books, workbook…
    - Computer connected to the Internet
    - Sach mem.vn ; Or hoclieu.vn

**\* Assumption**

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| **Anticipated difficulties** | **Solutions** |
| * Some difficult words and pronunciation * 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. |

1. **PROCEDURE:**

# WARM UP & INTRODUCTION ( 3’- 5’)

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| **\* Objectives:**   * *To create an active atmosphere in the class before the lesson;* * *To lead into the new lesson.* * *Content:* To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson. * *Expected outcomes:* Having a chance to speak English. * *Organisation :* Teacher’s instructions … | |
| **Teacher’s Student’s activities** | **Contents** |
| **+ Greeting**  +Do some warm up activities before Ss open their books.  ***+*** *Teacher* ***(T)*** *shows some pictures about life in the countrside.*   * Look at some pictures and answer the questions :   *+ What are they doing?*  *+ Where are they?*  *+ Is it in the countryside or in the city?*   * Then ask Ss to decide which leisure activities are common in the countryside and why. * Lead into the new unit. Write the unit title Life in the Countryside on the board. * Ask Ss to guess what they are going to learn about in this unit. Then ask Ss to brainstorm words and phrases describing activities that often take place in the countryside. For strong classes, encourage Ss to compare the countryside and the city. | **+ Greeting**   * **T\_Ss.**   + Students **(Ss)** listen and learn how to do the tasks.   * Open the book and write the tittle of the lesson. |
| **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | |
| ACTIVITY 1:   * **Objectives:** *To set the context for the introductory dialogue; To introduce the topic of the unit.* * *Content:* Learn some new words . Read the conversation and find out new words. Focus on topic of the lesson, grammar points… * *Expected outcomes:* Knowing more new words. Students know the topic of the unit and be ready for the conversation. * *Organisation* **:** Teacher’s instructions. | |
| **Teacher’s Student’s activities** | **Contents** |

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| **1. Listen and read :** LAST SUMMER HOLIDAY | |
| * Teacher explains the meaning of the new vocabulary by pictures. * Teacher reveals that the words corresponding to the pictures will appear in the reading text and asks students to open their textbook to find these words. * **Teach vocabulary:**   + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + Teacher introduces the vocabulary by:   * + providing the pictures   + eliciting the definition of the words   + Teacher do the “Rub out and remember” checking technique.  *Set the context:* have Ss look at the conversation and the picture and answer some questions,  e.g. *Where are the people in the picture? Who are they?*  *What are they doing? What are the vehicles in the picture?*   * Encourage Ss to give answers, but do not confirm whether their answers are right. Ask them to talk a bit about the activities people in the countryside do.   + Play the recording twice for Ss to listen and read along. Then ask some pairs of Ss to read the dialogue aloud.   * *Refer to the questions previously asked. Confirm the correct answer: They are in a paddy field. They are*   *harvesting rice. They are a combine harvester and a truck.* | **- T\_Ss**  **\* Vocabulary**   1. harvest (v) **gặt hái, thu hoạch** 2. combine harvester (n)   **máy gặt**   1. herd (v) **chăn trâu, bò** 2. paddy fields (n) **ruộng lúa**   - Take note |
| **3. PRACTICE ( 15’)**  **\* Objectives:**   1. *To help Ss understand the conversation.* 2. *To help Ss use words and phrases related to farm work in the countryside;*   *- To help Ss further understand the text.*   1. *To introduce some vocabulary items related to activities that rural people often do.*    * *Content:* Listen and read the conversation. Choose the correct answer; Complete the sentences. Match the activities with the correct pictures.    * *Expected outcomes:* Ss understand the content of the conversation and know the vocabulary related to the topic.    * *Organisation :* | |
| **Teacher’s Student’s activities** | **Contents** |
| ACTIVITY 2: **Read the conversation again and choose the correct answer to each**  **question.** | |

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| + Have Ss read the dialogue in detail to answer the questions.  + Ask them how to do this kind of exercise.  + Explain the strategies, if necessary (e.g*. reading the questions and the options [A, B, C), underlining the key words in the questions and options, locating the key words in the text, and then reading that part and answering the questions).*  + Ask Ss to underline parts of the dialogue that help them with the answers. Set a strict time to ensure Ss quickly read the text for information.  - Ask Ss to compare their answers in pairs before sharing them with the class. Ask them to give evidence  to support their answers. | * **T\_Ss** * **Work individually.**   **\* Key:**  **1. A 2. B 3. C 4. C** |
| ACTIVITY 3: **Complete the sentences with the words and phrases from the box.** | |
| * First, have Ss work independently. * Ask them to share their answers with one or more partners. * T can ask for translation of some of the words and phrases in the box to check their understanding. * If there is enough time, T can ask some Ss to write their answers on the board. * Check the answers as a class. * With a stronger class, ask Ss to make some example sentences with the words and phrases they have learnt. | * **T\_ Ss** * **Ss to work individually.**   ***\* Key:***   1. load 2. combine harvester 3. herd 4. paddy field 5. harvest time |
| ACTIVITY 4: **Match the activities (1 - 6) that people living in the countryside often do**  **with the pictures (a - f).** | |
| * Ask Ss to name the pictures. * Have Ss work individually to match the phrases in the box with the pictures. Have them compare their answers with a partner. * Then ask for Ss' answers. Quickly write their answers on the board without confirming the correct answers. * Ask other Ss to look at the answers on the board and say if they are right or wrong. Confirm the correct answers. * Have some Ss practise saying the phrases again. | * **T\_ Ss.** * **Work individually.**   **\* Key:**  **1. d 2.a 3. f 4.e**  **5. b 6. c** |

**Notes:** Trong đoạn hội thoại có câu :

**Things move more slowly there than in our city.**

**=> *Cấp so sánh của trạng từ* . more slowly; more freely ; well; faster; harder**

*( Học ở các tiết sau a closer look 2 )*

**\* EXTRA ACTIVITY**

Materials: One A4 sheet of paper for every four Ss

* Put Ss in groups of four.
* Ss think about all the different tasks associated with living in the … farm and write them down in Vietnamese.
* Ss tick off the phrases from **4** and use their dictionaries or go online the remaining phrases.
* Go over some of the phrases as a class to help expand Ss’ vocabulary….

1. **PRODUCTION/ FURTHER PRACTICE ( 8’)**

##### Objectives: To provide Ss with practice in asking and answering about activities that rural people often do

* **To get students to ask and answer about activities that rural people often do.**
* *Content:* Ask and answer.
* *Expected outcomes:* Students’ conversations.
* *Organisation :*

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| **Teacher’s Student’s activities** | **Contents** |
| ACTIVITY 5: **Work in pairs. Ask and answer about the pictures in 4.** | |
| + Model this activity with a strong student. Remind Ss that they should only use the phrases and the pictures in 4 to ask and answer about activities that rural people often do.  + Ask Ss to work in pairs. T goes round to help weaker Ss. Then, call on ssome Ss to ask and answer before the class.  + Comment on their performance.  **OR : FREE TALK/ Question and answer then report**  *+ Where do you live?*  *+ Where do you like to live? In the countryside or in the city? Why?*  *+ If in the countryside , What activities will you do?*  **……** | **\***  **\* Example:**   1. What are they doing in picture a? 2. They’re ploughing a filed.   ………………  + Free talk |

# WRAP-UP & HOME WORK (2’)

* Ask one or two ss to tell the class what they have learnt. Draw ss' attention to the objectives on the board or show them the slide with the objectives. Tick the objectives that have been learnt.
* Ask ss to say aloud some words they remember from the lesson.
* If there is a projector in the classroom, then T should show the dialogue and highlight the key words related to the topic. It would be helpful if T also highlights in the dialogue the expressions about likes and dislikes, verbs of liking / disliking + gerunds, verbs of liking / disliking + to-infinitives, and the words with the sounds **/ʊ/** and **/u:/ .** Tells ss that they will learn these language points in the upcoming lessons.

#### HOME WORK:

* Do more exercises in workbook.
* Prepare new lesson: Lesson 2: A CLOSER LOOK 1 .

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