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| ***Date of planning***: 18/9/2023  ***Date of teaching*:**24/9/2023  **WEEK: 3** | **Period 9 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 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;

**2. 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.

**3. Qualities:**

- Love talking about activities in the countryside.

- Develop self-study skills.

**II. 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. |

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION( 3’- 5’)** | |
| **\* 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** | **Content** |
| **+ 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** | **Content** |
| **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**  3. herd (v) **chăn trâu, bò**  4. paddy fields (n) **ruộng lúa**  - Take note |
| **3. PRACTICE( 15’)**  **\* Objectives:**  **2***. To help Ss understand the conversation.*  **3***. To help Ss use words and phrases related to farm work in the countryside;  - To help Ss further understand the text.*  **4***. 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** | **Content** |
| ACTIVITY 2:**Read the conversation again and choose the correct answer to each question.** | |
| + Have Ss read the dialogue in detail to answer the questions. + Ask them how to do this kind of exercise.  + Explain the strategies, if necessary (e.g*. reading the questions and the options [A, B, C), underlining the key words in the questions and options, locating the key words in the text, and then reading that part and answering the questions).*  + Ask Ss to underline parts of the dialogue that help them with the answers. Set a strict time to ensure Ss quickly read the text for information. - Ask Ss to compare their answers in pairs before sharing them with the class. Ask them to give evidence to support their answers. | **- 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 movemore 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…. | |
| **4. 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 :* | |
| **Teacher’s Student’s activities** | **Content** |
| 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:**  **A.** What are they doing in picture a?  **B.** They’re ploughing a filed.  ………………  + Free talk |
| **5. 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 .  ==============================================   |  |  | | --- | --- | | ***Date of planning***: 22/9/2024  ***Date of teaching*:**27/9/2024  **WEEK: 4** | **Period 10: 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 gain the following:**  **1. Knowledge:**  - Use words related to life in the countryside; - Pronounce the sounds **/ə/** and **/ɪ/** correctly in words and sentences; **+ Vocabulary:** - words related to life in the countryside; *\* New words: cattle (n) , poultry (n) , crop (n) , vast (adj) , hospitable (adj), picturesque (adj)***+ Grammar:**- Use the comparative forms of adverbs;  - Give and respond to compliments;  **2. Competence:**  **-** Students will be able to know some new words and learn how to use them.  - Develop communication skills and creativity.  - Be cooperative and supportive in pair work and teamwork. Be actively join in class activities.  **3. Qualities:**  - Develop the lovetalking about activities in the countryside  - Develop self-study skills.  - Ss have the good attitude to working in groups, individual work, pairwork, cooperative learning.  **II. 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 .  **III. PROCEDURE:**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION** ( 3’- 5’) | | | **\* 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. Students get some vocabulary from the lesson and be ready for the lesson.  *\* Organisation :* Teacher’s instructions … | | | **Teacher’s Student’s activities** | **Content** | | **+ Greeting**  **+ Matching game:**  *- T gives out the handouts and divides the class into 10 groups and explains the rules.*  *- Ss match the given words to the pictures and they have to send one to stick the handout onto the board as quickly as possible.*  *- Teacher shows students the answer on the screen and announces the winning group.*  *- T sets the context for the lesson.*  - Show some pictures of the activities in the countryside that Ss learnt in the previous lesson. Have some Ss say the activities. Lead into this lesson which focuses on action verbs and the sounds **/ə/** and **/ɪ/** . | **+ Greeting ; - T\_Ss.**  **+ Matching game:**  ***\* Suggested answers:***  **1**. cattle (n)  **2.** vast (adj)  **3**. crop (n)  **4**. hospitable (adj)  **5.** poultry (n)  **6**. picturesque (adj)  **-**Open the book and write the tittle of the lesson. | | **2.PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | **\* Objectives:**  **- To present some nouns that go with action verbs to describe activities which rural people often do.** *\* Content:*Learn some new words . Noun go with action verbs.  *\* Expected outcomes:* Knowing more new words. Students know how to use the target vocabulary.  *\* Organisation* **:**Teacher’s instructions. | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 1: **Circle the correct words to complete the sentences.** | | | **\* Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + Teacher introduces the vocabulary by:  - providing the pictures  - eliciting the definition of the words  + Teacher do the “Rub out and remember” checking technique.  \*\* Have Ss read each sentence and choose the suitable noun that goes with the action verb before it. - Let Ss work in pairs to compare their answers before sharing their answers. - Check and confirm the correct answers. With a strong class, have 5s add one or more nouns that can go with the action verb in each sentence. | **- T\_Ss**   |  | | --- | |  |   ***\* New words:***  **1.** cattle (n) gia súc  **2.** poultry (n) gia cầm  **3.** crop (n) hoa màu  **4.** vast (adj) mênh mông  **5.** hospitable (adj) hiếu khách  **6.** picturesque (adj) đẹp như tranh vẽ  **\* Key:**  **1**. cattle **2**. fruit **3**. crops **4.** unloaded **5**. catching | | **\*\* EXTRA ACTIVITY** *Materials: One A4 sheet of paper for every four Ss. - Ss work individually to take each of the red words in 1 and use it to make a sentence. Ss then find a partner and compare sentences and discuss the differences of the red words in the sentences in 1. - Run a feedback session add get Ss to discuss the differences in meaning between the red words in* **1***. - Cattle refers to cows and water buffalos - Poultry refers to birds we raise, like chickens and ducks - Fruits are parts of some plants. Fruits have seeds in them. - Plants have leaves, stems, and roots. Some plants produce fruit and some other vegetables. - Crops are plants grown by farmers and used as food. + Anything we eat is a type of food. Crops are one type of food. Other types of food include fish, meat, milk, etc. - To load means to put a large quantity of something in a vehicle or container. - To catch means to grab something that is moving in the air or water - To hold means to keep something in your hand for a certain period of time.* | | | **3. PRACTICE ( 15’)** | | | **\* Objectives:**  **2.*To teach Ss new adjectives for describing people and scenes in the countryside.***  **3*.To help Ss use adjectives for describing people and scenes in the countryside in specific contexts.***  *\* Content:*Do the matching . Complete the sentences with the words from **2**.  *\* Expected outcomes:* Students learn how to use the nouns go with verbs.  *\* Organisation :* | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 2:**Match the following adjectives with their definitions** | | | - Have Ss quickly match the adjectives in the left column with their meanings in the right column individually. - Then ask Ss to check their answers with their partners. Ask for translation of some of the adjectives on the list to check their understanding. - If there is enough time, T can ask some Ss to write their answers on the board. - Confirm the correct answers. With a stronger class, ask Ss to make some examples with the adjectives they have learnt. | **- T\_Ss**  **- Work individually.**  **\* Key:**  **1. c**  **2. d**  **3. e**  **4. b**  **5. a** | | ACTIVITY 3: **Complete the sentences with the words from 2.** | | | - Ask Ss to do the exercise individually and then check with the whole class. When checking, ask Ss to refer to 2 to make the meanings of the adjectives clearer to them.  - Teacher checks the answers as a class and gives feedback. | **- T\_ Ss**  \* Key:  1. hospitable  2. well-trained  3. picturesque  4. vast  5. surrounded | | **4.PRONUNCIATION: ( 8’)**  /ə/ and /ɪ/ | | | **\* Objectives:**  **-To help Ss identify how to pronounce the sounds /ə/ and /ɪ/  - To help Ss practise pronouncing these sounds in words.**  *\* Content:*Listen and reapeat the words. Practice the sentences. Underline the bold words..  *\* Expected outcomes:* Students repeats the words correctly  *\* Organisation :* | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 4:**Listen and repeat the words. Pay attention to the sounds /ə/ and /ɪ/.** | | | Have some Ss read out the words first. Then play the recording for them to listen and repeat the words they hear. Ask them to pay close attention to the two sounds.Play the recording as many times as necessary. | **- T\_ Ss.**  **- Work individually.** | | **Note: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 5s to say some words they know that include the two sounds. *\* Teacher gives corrections and feedbacks to students’ pronunciation* . | | | ACTIVITY 5: **Listen and practise the sentences. Underline the bold words with /ə/, and circle the bold words with /ɪ/.** | | | - Have Ss quickly read the sentences. Now play the recording for Ss to listen to the sentences. Ask them to pay attention to the underlined parts and tick the appropriate sound. - Invite some Ss to share their answers. Confirm the correct ones. - Play the recording again for Ss to repeat the sentences. - Have Ss practise the sentences in pairs. Invite some pairs to read the sentences aloud. Comment on their pronunciation of the sounds. 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 weckends 5. Please buy some **milk** and **pasta** at the supermarket | **\* 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. | | **5.WRAP-UP & HOME WORK (2’)**  + Ask Ss to summarise what they have learnt in the lesson. - Listen and practise the sentences. Underline the bold words with **/ə/** and circle the bold words with **/ɪ/.**  **\* HOME WORK:**  - Do more exercises in workbook.  - Prepare new lesson: Lesson 2: A CLOSER LOOK 2 .  ============================================== | |  |  |  | | --- | --- | | ***Date of planning***: 23/8/2024  ***Date of teaching*:**30/9/2024  **WEEK: 4.** | **Period 11 : 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 gain the following:**  **1. Knowledge:**  - The comparative forms of adverbs **+ Vocabulary:**Words related to life in the countryside;  **+ Grammar:**- Use the comparative forms of adverbs; The comparative forms of adverbs  - Give and respond to compliments;  **2. Competence:**  **-** Students will be able to know how to form and use The comparative forms of adverbs.  - Develop communication skills and creativity.  - Be cooperative and supportive in pair work and teamwork. Be actively join in class activities.  **3. Qualities:**  - Develop the lovetalking about activities in the countryside  - Develop self-study skills.  - Ss have the good attitude to working in groups, individual work, pairwork, cooperative learning.  **II. 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 .  **III. PROCEDURE:**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION ( 3’- 5’)** | | | **\* 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** | **Content** | | **+ Greeting**  **+ Making comparison**  - Teacher shows the pictures on the screen.  - Teacher asks students to make comparative sentences to describe the difference between the 2 pictures.  - Teacher gives some follow-up questions to lead in the introduction of the target grammar point.  - Teacher sets the context for the lesson.  ***+*** *Teacher* ***(T)*** *asks Ss some questions about the previous lessons,*  *- T may introduce some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new class…*  *- T encourages Ss to talk in English as much as possible*  *- Tell them that today they are going to learn some more verbs to describe likes and dislikes. Lead to the lesson.*  + Introduce the objectives of the lesson. Write the objectives in the left corner of the board. | **+ Greeting ; T\_Ss.**  ***Questions:***  **1.** Who lives faster than the other: people in the countryside or people in the city?  **2.** Who lives more peacefully than the other: people in the countryside or people in the city?  ***Suggested answers:***  **1.** People in the countryside live more slowly than people in the city.  2. People in the countryside live more peacefully than people in the city.  **-**Open the book and write the tittle of the lesson. | | **2.PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | ACTIVITY 1: **Comparative adverbs**  **\* Objectives:**  **1.** *To help ss identify the verbs that go with only gerunds and those that go with both gerunds and to-infinitives.*  *\* Content:* **-** To teach grammar.  - To teach Ss the comparative forms of some adverbs that Ss normally use in everyday conversations.  **\* Tương tự như với tính từ, trạng từ chia thành 2 loại:Trạng từ ngắnvà trạng từ dài**  **1.1. Trạng từ ngắn (Short adverbs):** - Là những trạng từ có một âm tiết (*one syllable*) **Eg:**:  hard, fast, late, far, early, soon …  - She runs **fast.**  **1.2. Trạng từ dài (Long adverbs):** Là những trạng từ có 2 âm tiết trở lên (*two syllable*). + Là những trạng từ có đuôi + ly:  **Eg:**:  slowly, carefully, quickly, interestingly,…   * My father drives **carefully.**   **1.3 Form :** 1- For most adverbs (often with two or more syllables), we make comparative forms by adding ***more*.**  Examples:  + **adding more:** slowly → more slowly ; carefully → more carefully  2. For adverbs that have the same forms as adjectives like fast, hard, soon, etc., we make comparative forms by adding **-*er***.  **2. adding -er:**  fast → faster ; hard→ harder  **3. Some irregular adverbs**  well → better ; badly→ worse  **2. Comparative adverbs  (So sánh hơn với trạng từ):**  Short Adv**: S + V + adv*+ er + than* + Noun/ Pronoun**  Long Adv**:   S + V + *more/ less + adv + than* + Noun/ Pronoun**  **Eg:** - They work **harder than** I do/ me.  - A horse can run **faster than**a buffalo.  - Mai dances **more beautifully**than Hoa does.  *\* Expected outcomes:*Students know how to form and use ***comparative forms of adverbs.*** | | | **Teacher’s Student’s activities** | **Content** | | **1.Work individually and whole class** | | | **+ Write the compatative forms of adverbs :**  - Ask Ss to do the exercise individually and then check their answer in pairs. - Choose two Ss and ask them to stand up. Ask them, *How long does it take you to run 100 metres?* After the two Ss have given their answers;  - T asks the class: A can run 100 metres in... seconds and B can run 100 metres in... seconds, so *who runs more slowly?* After Ss say which student runs more slowly in either Vietnamese or English, T introduces the subject of the lesson: comparative adverbs and asks for the equivalent in Vietnamese ***(Cấp so sánh hơn của trạng từ).*** + Focus Ss' attention on comparative forms by saying: The buses run every 15 minutes. The trains run every 30 minutes. So, the buses run more often than the trains.  + Explain that like comparative adjectives, comparative adverbs are constructed in several different ways in English, and that some of those ways are presented in the **Remember! box.**  ***+ Invite 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 |   + Briefly explain to them that they can make comparative forms for most adverbs (often with two or more syllables), by adding the word **more.** Explain that they can make comparative forms by adding the ending **-er** for adverbs that have the same forms as adjectives like fast, hard, soon, etc. + Remind Ss to learn by heart the irregular adverbs like well, badly, etc. | | **3.PRACTICE ( 15’)** | | | **\* Objectives:**  **1. To teach Ss the comparative forms of some adverbs that Ss normally use in everyday conversations.**  **2+3***.* **To help Ss practise the correct comparative forms of adverbs in sentences.**  **4. To give Ss further practice with comparative adverbs in situations.**  *\* Content:*Ss practise using the form and use of *the comparative forms of adverbs.*  *\* Expected outcomes:*Students understand how to use *the comparative forms of adverbs*  *\* Organisation :* | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 1:**Write the comparative forms of the adverbs in the table below.** | | | + Ask Ss to do the exercise individually and then check their answer in pairs.  + Have ss do this exercise individually and then compare their answers with a partner.  - Ask some ss to share their answers.  - Confirm the correct answers. | **- T\_Ss**  **\* Answer key:**   |  |  | | --- | --- | | **Adverbs** | **Comparative forms** | | long | longer | | high | higher | | late | later | | quickly | more quickly | | frequently | more frequently | | early | earlier | | much | more | | little | less | | | ACTIVITY 2+ 3 : **Complete the sentences with the comparative forms of the adverbs in brackets** | | | - Have Ss do these exercises individually and then compare their answers with a partner. Ask some 5s to write their answers on the board. Check the answers with the whole class. Ask Ss to explain how to make the comparative form of the adverb given in each sentence. Confirm the correct answers.  Invite some ss to write their answers on the board.  - Check the answers with the whole class.  - Confirm the correct answers. | **- T\_ Ss**  - **Sswork individually.**  \* **Key 2:**  **1.** more beautifully **2.** more clearly **3.** faster **4.** harder **5.** more heavily  **\* Key 3:**  **1.**more carefully  **2**. faster  **3.**more quietly  **4**. more soundly  **5.**earlier | | EXTRA ACTIVITY:  - The class works together to create a poster showing the different irregular adverbs in English. The poster should include the base form of the adverb as well as the comparative form. - Display the poster in the classroom and spend a few minutes at the end of a few class meetings to go over the words and ellicit example sentences from the Ss. | | | ACTIVITY 4 :**Complete the sentences with suitable comparative forms of the adverbs from the box.** | | | - Have Ss read the situations carefully. If necessary , T may explain each situation to Ss. Ask Ss to complete the sentences individually first and then compare their answers with a partner. - Ask some Ss to write their answers on the board. - Check the answers with the whole class. Confirm the correct answers.  - Comment on their answers.  ***\* Teacher corrects for students as a whole class.*** | **- T\_ Ss**  - **Sswork individually.**  **\* 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. | |  | | | **4.PRODUCTION/ FURTHER PRACTICE ( 8’)** | | | ACTIVITY 5:  **\* Objectives: To help Ss practise using comparative adverbs to makecomparisons.**  *\* Content*: Ss ask and answer .  *\* Expected outcomes:*Students ask and answer to find out who can do st better.(run faster; get up earlier…)  *\* Organisation :* | | | **Teacher’s Student’s activities** | **Content** | | **5. Work in pairs . Ask and answer to fund out who can run faster; can jump higher…** | | | + First ask Ss to read the instructions. Use the example to makeclear to Ss what they are supposed to do (with a weaker class dothe first sentence). - With a weak class, have Ss discuss what questions they shoulduse to ask their partners in each situation. - Have Ss work in pairs, asking and answering to makecomparisons. Set time (4-5 minutes) for Ss to do this activity.  - Tmay go round to help weaker Ss. - Call on some Ss to report the results to the class.  - Correct any grammar and pronunciation ifnecessary.  ***\* Teacher gives corrections and feedbacks.*** | **- T\_ Ss.**  **- Work in pairs.**  **Example:**  **A.** How fast can you run?  **B.** I can run 15 kilometers an hour  **A.** Ok, you can run faster than me. | | **5.WRAP-UP & HOME WORK (2’)**  - Summarise the main points of the lesson.  - Ask one or two Ss to tell the class what they have learnt.  - Ask Ss to say make some sentences themselves, using coparative adverbs.  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Lesson : COMMUNICATION.  ============================================== | |  |  |  | | --- | --- | | ***Date of planning***:23/9/2024  ***Date of teaching*:2**/10/2024  **WEEK: 4** | **Priod:12 UNIT 2 : LIFE IN THE COUNTRYSIDE**  **Lesson 4 : COMMUNICATION** |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following:**  **1. Knowledge:**  - To introduce Everyday English.  - Give and respond to compliments  **+ Vocabulary:**  - Use words related to life in the countryside; - Pronounce the sounds **/ə/** and **/ɪ/** correctly in words and sentences; **+ Grammar:**- use the comparative forms of adverbs; **2. Competence:**  **-** Students will be able to know some new words and learn how to use them.  - Develop communication skills and creativity.  - Be cooperative and supportive in pair work and teamwork. Be actively join in class activities.  **3. Qualities:**  - Develop the lovetalking about activities in the countryside  - Develop self-study skills.  **II. TEACHING AIDS:**  - Teacher: Grade 8 text book, laptop, projector / TV.....  - Students : Text books, workbook…  - Sach mem.vn.  **III. PROCEDURE:**   |  |  |  |  | | --- | --- | --- | --- | | **1. WARM UP & INTRODUCTION ( 3’- 5’)** | | | | | **\* 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** | | **Content** | | | **+ Greeting**  ***+*** *Teacher* ***(T)*** *asks Ss some questions about the previous lessons,*  *- T may introduce some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new class…*  *- T encourages Ss to talk in English as much as possible*  \*\* T ask some Ss to make comparisons about themselves, using comparative adverbs.  - Introduce the objectives of the lesson: learning how to invite and respond to compliments. | | **+ 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’)** | | | | | **EVERYDAY ENGLISH**  **Giving and responding to compliments**  **\* Objectives:**  **1.***To introduce ways of inviting and respond to compliments.*  *To help ss practise inviting and respond to compliments.*  *\* Content:*Listen and read the conversation. Learn how to invite and respond to compliments.  *\* Expected outcomes:*Students know how to invite and respond to compliments.  *\* Organisation* **:**Teacher’s instructions. | | | | | **Teacher’s Student’s activities** | | **Content** | | | ACTIVITY1. **Listen and read the conversation . Pay attention to the highlighted sentences** | | | | | **\*** T elicits the dialogues.  - Play the recording for ss to listen and read two dialogues at the same time. Ask ss to pay attention to the question and answer.  - Have ss practise the dialogues in pairs. Call on some pairs to practise the dialogues in front of the class.  ***\* Teacher checks students’ understanding by asking some checking questions.*** | | **- T\_Ss**   |  | | --- | |  |   1/\*Tom:What a beautiful kite you have , Mai ?  **Mai :** Thank you ,Tom. My Dad made it for me last weekend.  **2/ Nick:**You really have a nice dress, Hoa?  **Mark:** I’m glad you like it, Nick. I think its colour really suits me. | | | **3.PRACTICE ( 15’)** | | | | | **\* Objectives:**  **2. To help practise giving and responding to compliments.**  **3. To helps Ss learn about two traditional villages in Viet Nam and Netherland;**  **- To help Ss develop their reading skill for specific information (scanning)**  **4.To provide Ss with practice in giving a presentation about the similarities and differences between two places.** *\* Content:*To make similar conversations to practice giving and responding to compliments ;  Read the adverts for the two beautiful villages ; Take turns to talk about the similarities and differences between Duong Lam and Hollum.  *\* Expected outcomes:*Students know how to use the structures to giving and responding to compliments.  *\* Organisation :* | | | | | **Teacher’s Student’s activities** | | **Content** | | | ACTIVITY 2:**Work in pairs. Make similar conversations to practice giving and responding to compliments, using the cues below.** | | | | | - Ask Ss to work in pairs to make similar dialogues with the given cues.  - Move around to observe and provide help. Call on some pairs to practise in front of the class. Comment on their performance. | | **- T\_Ss**  **- Work in pairs**   * **A shirt** * **A bicycle** * **A school bag** | | | **Adverts for beautiful villages**  ACTIVITY 3: **Read the adverts for the two beautiful villages. Tick the boxes to show which village the statements describe. Sometimes both boxes need to be ticked.** | | | | | - Have Ss read the instructions to understand what they are going to do. Remind them that they have to read each statement in the table and then read the two adverts to scan for the necessary information to help them tick the correct boxes.  - Give Ss time to read the two adverts and tick the boxes in the table. After that, get them to swap answers in pairs.  - Go around and offer help, if necessary.  - Check the answers as a class. | | **- T\_ Ss**  - **Ss to work individualy.**  ***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. |  | ✔ | | | | ACTIVITY 4:**Work in groups. Take turns to talk about the similarities and differences between Duong Lam and Hollum.** | | | | | - Teacher introduces some words or phrases that are often used to talk about the similarities and differences, such as: *both, also, too, like, as, unlike, but, however, etc.* and give examples to illustrate.  - Have Ss work in groups, taking turns to talk about the similarities and differences between the two  villages. T may go round to observe. T should encourage Ss to say as many sentences as possible. Ask Ss not to interrupt their group members while they are speaking in order to correct their errors. Tell them to correct only common errors after their group members have finished speaking.  - Call on some Ss to give the presentation to the whole class. After each student finishes his or her  presentation, invite comments from other Ss on his or her clarity, language, and fluency. | | **- T\_ Ss.**  **\* Example:**  -Duong Lam and Hollum are both ancient villages, … | | | **4.PRODUCTION ( 8’)** | | | | | **\* Objectives:**  **5. To provide Ss with practice in asking and answering about the places Ss would like to visit.**  *\* Content:*Ask and answer about the places Ss would like to visit.  *\* Expected outcomes:*Students’ conversations . Report the group’s answers.  *\* Organisation :* | | | | | **Teacher’s Student’s activities** | | **Content** | | | ACTIVITY 5: **Work in pairs. Which village in 3 would you like to visit for a holiday? Explain your choice to your partner.** | | | | | - Have students work in pairs, asking and answering questions about the villages they would like to visit. T goes around and corrects mistakes or gives help when necessary. Encourage Ss to ask more questions.  - Call on some pairs to perform the task in front of the class. T and other Ss listen and make comments.  ***\* Teacher corrects students as going around while they’re practising.*** | | **\*** Questions:  + Which village would you like to visit for holiday?  - Duong Lam , of course!  + Why?  - Because I love watching the locals making specialities and ….. | | | EXTRA ACTIVITY:  - Put Ss into of 3-5  - Together they think of a village that they are familiar with and explain why they would like to visit the village on their holiday. Before they start, have them list a couple things that they would like to do as well as a few details about it. - Have a few groups come to the class and talk about their chosen village. | | | | | **5.WRAP-UP & HOME WORK (2’)**  - Ask ss to summarise what they have learnt in the lesson.  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Lesson 2: SKILLS\_1.  ============================================== | | | | |  | | | | | ***Date of planning***:27/9/2024  ***Date of teaching*:4**/10/2024  **WEEK: 5** | | **Period: 13 UNIT 2 : LIFE IN THE COUNTRYSIDE**  **Lesson 5 : SKILLS 1/ Reading and speaking** | |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following:**  **1. Knowledge:**  - Read about different aspects of a Vietnamese village  - Talk about a village or town where one lives or which one knows  **+ Vocabulary:** Words related to life in the countryside;**+ Grammar:**- Use the comparative forms of adverbs;  - Give and respond to compliments;  **2. Competence:**  - Develop communication skills and creativity.  - Be cooperative and supportive in pair work and teamwork. Be actively join in class activities.  **3. Qualities:**  - Love reading and talking about activities in the countryside  - Develop self-study skills.  **II. 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 .  **III. PROCEDURE:**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION ( 3’- 5’)** | | | **\* 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** | **Content** | | **+ Greeting**  ***+*** *Teacher* ***(T)*** *asks Ss some questions about the previous lessons,*  *- T may introduce some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new class…*  *- T encourages Ss to talk in English as much as possible*  - Ask some ss what leisure activities they usually do and who in the family they do the activities with.  - Ask them about the good things of doing these activities with family members. Elicit answers from ss.  - Lead into the new lesson: Reading and Speaking about leisure activities that can be done with family members.  - Introduce the objectives of the lesson. Write the objectives in the left corner of the board. | **+ 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’)** | | | **A. READING**  **\* Pre-reading**  **\* Objectives:**  **- To help Ss understand and activate their knowledge of the topic.**  **- To help Ss remember some adjectives that are often used to describe scenes and sceneries in the countryside.**  *\* Content:*Learn some new words . Developing reading skill.  *\* Expected outcomes:*Knowing more new words. Students know how to use the target vocabulary.  *\* Organisation* **:**Teacher’s instructions. | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 1: **Work in pairs. Look at the picture and discuss the following questions.** | | | **\* Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + Teacher introduces the vocabulary by:  - providing the pictures  - eliciting the definition of the words  + Teacher do the “Rub out and remember” checking technique.  - Teacher explains the meaning of the new vocabulary by pictures.  + Ask Ss to work in pairs discussing what they can see in the picture. Ask some Ss to say their answers in front of the class. T may ask other questions to elicit other things in the picture.  + Ask Ss to work in pairs again, discussing which adjectives in the box. picture. Ask some Ss to say their answers in front of the class. | **- T\_Ss**   |  | | --- | |  |   **Vocabulary**  **1.** stretch (v)  **2.** canal (n)  **3.** cultivate (v)  **4.** orchard (n)  ***\* Suggested answer:*** paddy fields, cattle (buffaloes), farmers, a combine harvester, a lake/pond, trees, houses, a dirt road, horison, ect.  **Key:** peaceful, vast, picturesque | | **3.WHILE READING ( 15’)** | | | **\* Objectives:**  **2. - To improve Ss’ knowledge of vocabulary related to community activities.**  **- To improve Ss’ skill of reading for specific information.**  **3.** *To help ss develop the skill of reading for specific information (scanning).*  *\* Content:*Read and choose the correct answer; read and answer the questions  *\* Expected outcomes:*To Improve the skill of readingfor specific information. To get more information of the text.  *\* Organisation :* | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 2:**Read the text about life in a village in Viet Nam. Match the highlighted words in the text with their meanings.** | | | - Ask Ss to work individually to read the passage and find the highlighted words.  - Have Ss read aloud the highlighted words. Correct their pronunciation if needed.  - Have Ss match the highlighted words with their meanings in the table. Remind them to use the context to help them.  - Check the answers as a class. | **- T\_Ss**  **- Work individually.**  ***Answer key:***  **1. c**  **2. a**  **3. d**  **4. b** | | ACTIVITY 3: **Read the text again and tick T (True) or F (False) for each sentence.** | | | - Ask some Ss to read out loud the sentences in the table.  - Have Ss work individually for five minutes and tick T (True) or F (False).  - Ask Ss to take turns to give the answers. Ask them to show the part in the passage where they found the answers.  - Have them read aloud the sentences.  - Check the answers as a class. | **- T\_ Ss**  - **Ss to work individually.**  **\* Key:**  **1. T**  **2. T**  **3. F**  **4. F**  **5. T** | | **EXTRA ACTIVITY**  - Put Ss into pairs. - The pairs work together to summarise the text in 2 in a summary of 45 to 50 words. - Each pair works with another pair to exchange their text. - Each pair reads the new text which has been exchanged and summarize it in a text between 20-25 words. - **Teaching note:** The act of shortening and lengthening texts requires Ss to use words and phrases they normally wouldn't. It also gets them to focus on the grammar and express ideas with grammar points they normally don't use. | | | **4 . SPEAKING**  **\* Objectives:**  **4. To help Ss prepare ideas for the next activity.**  **5. To provide an opportunity for Ss to practise talking about a village or town where they live or which they know.**  *\* Content:*Make notes about the village or town where you live or which you know.  Work in groups. Take turns to talk about the village or town where you live or which you know. Use the information in 4.  *\* Expected outcomes:*Students can Make notes about the village or town ; Take turns to talk about the village or town where you live  *\* Organisation :* | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 4 *:***Make notes about the village or town where you live or which you know.** | | | - Tell each student to make notes. Set a time limit for Ss to do it.  - Ask Ss to think about a village or town where they live or which they know (its name, location, scenery, special features) and the people living there (how they live, what they often do, how they get along with each other).  - Have them note down these ideas quickly. | **- T\_ Ss.**  **- Work individually.**  **\* *Suggested outcome:***  *Name: Ha Noi*  *Location: Northern Vietnam*  *Scenery: ancient buildings and beautiful sights*  *How people live: fast, lively*  *Activities adults or children often do: chatting, having a coffee with friends, going shopping*  *The relationships among the people: friendly, helpful*  *Special feature: Old quarter, museums,…* | | ACTIVITY 5: **Work in groups. Take turns to talk about the village or town where you live or which you know. Use the information in 4.** | | | - T asks a strong student to model this activity in front of the class. Then have Ss work in groups, taking turns to talk about the village or town where they live or which they know about. Remind Ss to use the ideas they have prepared in 4. T may go round to observe.  - Encourage Ss to say as many sentences as possible. Ask Ss not to interrupt their group members while they are speaking in order to correct their errors. Tell them to correct only common errors after their group members have finished speaking.  - If there is enough time, call on some Ss to talk before the whole class, then invite some positive comments from other Ss. | **\* Suggested outcome:**  *I live in Duong Lam. It’s an old village*  *outside Ha Noi. It has ...* | | **5.WRAP-UP & HOME WORK (2’)**  - Ask ss to summarise what they have learnt in the lesson.  - If there is time , have them draw a mind map to summarise the main points of the lesson  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Lesson 2: A SKILLS \_2.  ==============================================   |  |  | | --- | --- | | ***Date of planning***:1/10/2024  ***Date of teaching*:** 7/10/2024  **WEEK: 5** | **Period: 14 UNIT 2 : LIFE IN THE COUNTRYSIDE**  **Lesson 6 : SKILLS 2/ Listening and writing** |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following:**  **1. Knowledge:**  - Listen to someone’s opinion about life in the countryside  - Write a paragraph about what someone likes or dislikes about life in the countryside  **+ Vocabulary:** - Words related to life in the countryside;**+ Grammar:**- Use the comparative forms of adverbs;  - Give and respond to compliments;  **2. Competence:**  - Develop communication skills and creativity.  - Be cooperative and supportive in pair work and teamwork. Be actively join in class activities.  **3. Qualities:**  - Love reading and talking about activities in the countryside  - Develop self-study skills.  **II. 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 .  **III. PROCEDURE:**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION ( 3’- 5’)** | | | **\* 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** | **Content** | | **+ Greeting**  ***+*** *Teacher* ***(T)*** *asks Ss some questions about the previous lessons,*  *- T may introduce some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new class…*  *- T encourages Ss to talk in English as much as possible*  - Invite some Ss to go to the board. Give him/ her one leisure activity that they learnt in the previous lesson. Ask them to describe the words without saying anything. The rest of the class guess the words.  - Lead to the new lesson: Listening and Writing about activities with friends.  - Introduce the objectives of the lesson.  - Introduce the objectives of the lesson. Write the objectives in the left corner of the board. | **+ 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’)** | | | **A. LISTENING**  **\* Pre-listening**  **\* Objectives: To prepare ss for the listening text.**  *\* Content:*Answer the questions to focus on the topic on the lesson.  *\* Expected outcomes:*Ss answer the two questions freely.  *\* Organisation* **:**Teacher’s instructions. | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 1: **To help ss develop the skill of listening for specific information.** | | | **\* Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.) if have  - Have ss answer the questions in the book.  - Elicit answers from ss. This is an open activity, so accept all answers provided they make sense. | **- T\_Ss**   |  | | --- | |  |   *- We can hang out , play sport….*  *- To improve social skills; reduce stress…* | | **3.WHILE LISTENING ( 15’)** | | | **Aims:**  **2+3 . To help Ss develop the skill of listening for specific information.**  *\* Content:* Listen to an interview with Mark about his leisure activities do the tasks that follow.  Choose the best answer; do the filling in the table.  *\* Expected outcomes:*To Improve the skill . To do the tasks correctly.  *\* Organisation :* | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 2: **Listen to an interview with Mark about his leisure activities. Choose the correct answer.** | | | - Tell ss that they are going to listen to an interview about the leisure activities Mark does.  - Have ss read the questions first and underline the key words.  - Play the recording and ask ss to listen and choose the correct answers. ss wo rk in pairs to compare their answers.  - Ask for ss' answers and write them on the board without confirming whether they are right or wrong. | **- T\_Ss**  **- Work individually.**  **\* Key:**  **1.A**  **2. C** | | ACTIVITY 3: **Listen to the interview again. Fill in each blank in the table with no more than two words.** | | | - Tell ss that they are going to listen to the interview again and complete the table Of information.  - Have ss read the table. Have ss guess the word or phrase to fill in each blank and write their guesses on the board.  - Play the recording and ask ss to listen again and complete the table. ss work in pairs to compare their answers with each other and with the words / phrases on the board.  - Play the recording once more for pairs to check their answers to both activities 2 and 3.  - Ask for ss' answers to 2. Confirm and tick the correct answers. Ask for ss' answers to 3.  - Write them on the board next to their guesses.  - Confirm the correct answers. | **- T\_ Ss**  - **Ss to work individually.**  \* Key:  **1**. video **2**. cinema **3.** park  **4**. shape **5**. bike ride **6**. places | | EXTRA ACTIVITY  *Materials:* One sheet of A4 paper per student  - Play the audio for the ss one line then stop. Ss work individually to listen and write down any two words they hear and leave a space between the two words. Explain the two words should not go together but there should be a few words between them. Repeat the process with the remaining lines stopping after each one.  - Ss then share their papers and work together to try to fill in some of the missing words that can be used to fill in the blanks.  - Play the audio once again stopping after each line for ss to check and correct their work. | | | **4 . WRITING**  **\* Objectives:**  **4.To help ss brainstorm ideas and make an outline for their writing.**  **5.To help ss practise writing an email to a pen pal to tell him/ her about the leisure activities they do with their friends.**  *\* Content:* In this writing part, ss are asked to write an email about the leisure activities they do with their friends  *\* Expected outcomes:*Ss can write an e-mail.  *\* Organisation :* | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 4 : **Work in pairs. ask and answer the questions.** | | | - Have ss work in pairs to answer the questions in the book.  - Have some ss present their answers or write their answers on the board.  - Move around to observe and offer help if needed  - Comment on their answers | **- T\_ Ss.**  **+** *Students’ notes*  *1. I usually have free time at the weekend.*  *2. I usually play sports with my friends, especially badminton.*  *3. It’s an easy sport, and it also improve my muscle strength and help reduce stress*. | | ACTIVITY 5: **Write an email (80 - 100 words) to a pen-friend to tell him / her about what you usually do with your friends in your free time. use your answers in 4. Start and end the email as follows:** | | | - Have ss write their emails individually based on their answers in 4.  - Ask one student to write his or her email on the board. Other ss and T comment on the email on the board.  - T collects some of the texts to correct at home. Otherwise, ask ss to revise and rewrite at home based on the T's comments of their friends' texts.  - Have them bring their new texts to class in the next lesson.  - Collect some for marking. | **\* Example:**  Hi …..,  It’s nice to hear from you again.  Let me tell you about ….. | | **5.WRAP-UP & HOME WORK (2’)**  - Ask ss to summarise what they have learnt in the lesson. Have ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they have learnt.  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Lesson 7 : LOOKING BACK.  ==============================================   |  |  | | --- | --- | | ***Date of planning***: 2/10/2024  ***Date of teaching*:** 8/10/2024  **WEEK: 5** | **Period: 15 UNIT 1 : LIFE IN THE COUNTRYSIDE**  **Lesson 7 : LOOKING BACK & PROJECT** |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following:**  **1. Knowledge:**  - Review the vocabulary and grammar of Unit 2.  - Apply what they have learnt (vocabulary and grammar) into practice through a project.  **+ Vocabulary:** - Words related to life in the countryside;**Grammar:**- Use the comparative forms of adverbs;  - Further practice using comparative forms of adverbs and adjectives.  **2. Competence:**  **-** Students will be able to review some new words and learn how to use them. Using comparative of adverbs correctly.  - Develop communication skills and creativity.  - Be cooperative and supportive in pair work and teamwork. Be actively join in class activities.  **3. Qualities:**  - Develop the lovetalking about activities in the countryside.  - Develop self-study skills.  - Ss have the good attitude to working in groups, individual work, pairwork, cooperative learning.  **II. 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 .  **III. PROCEDURE:**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION ( 3’- 5’)** | | | **\* 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** | **Content** | | **+ Greeting**  **Revision**  - Teacher asks Ss to think of what they have learnt already in Unit 2.  - Ss work in pairs to do the task. Teacher calls some students to retell.  - Teacher confirms and leads them to do all the exercises in books.  *- T may introduce some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new class…*  *- T encourages Ss to talk in English as much as possible* | **+ Greeting T\_Ss.**  **Revision**  Suggested answers:  - words about life in the countryside  - comparative forms of adverbs  - giving and responding to compliments  - talking about the village or town where someone lives  **-**Open the book and write the tittle of the lesson. | | **2.PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | **A.PRACTICE EXERCISES**  **VOCABULARY**  **\* Objectives:**  **1**. **To help Ss review the vocabulary of Unit 2.**  **2.To help Ss revise the forms and uses of comparative adverbs.**  *\* Content:*Revision. Write complete sentences from the given cues. Choose the correct answer.  *\* Expected outcomes:*Reviewing the words.Ss know how to use them correctly in the context.  *\* Organisation* **:**Teacher’s instructions. | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 1**. Write a phrase from the box under the correct picture.** | | | **\*** - Have Ss do Task 1 individually then compare their answers with their partners. Ask for Ss’ answers or ask some Ss to read out their answers in front of the class.  - Confirm the correct answers. | **- T\_Ss**   |  | | --- | |  |   \* **Key:**  **1**. ploughing fields  **2.** catching fish  **3**. drying rice  **4**. unloading rice  **5.** feeding pigs  **6**. milking cows | | ACTIVITY 2:**Choose the correct answer A, B, or C.** | | | - Have Ss do Task 2 individually then compare their answers with their partners. Ask for Ss’ answers or ask some Ss to read out their answers in front of the class.  - Confirm the correct answers. | **- T\_Ss**  **- Work individually.**  **\* Key:**  **1. B**  **2. C**  **3. A**  **4. C**  **5. A** | | **GRAMMAR** | | | **Aims: To help Ss revise the forms and uses of comparative adverbs.**  *\* Content:*Complete the sentences . Correct mistakes  *\* Expected outcomes:*Ss do exercises correctly. Finding the mistakes and correct them.  *\* Organisation* **:** Teacher’s instructions. | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 3: **Complete the sentences with the comparative forms of the adverbs in brackets.** | | | - Ask Ss to do the exercise individually. Then they can check their answers with a partner before discussing the answers as a class.  - Teacher confirms the correct answers.  - Remind Ss to keep a record of their original answers so that they can use that information in the Now I can … section. | **- T\_ Ss**  - **Ss to work individually.**  \* Key:  **1**. earlier  **2**. more fluently  **3**. more easily  **4**. more heavily  **5**. harder / better | | ACTIVITY 4:**Underline the mistakes in the sentences and correct them.** | | | - Have Ss do this activity individually then compare their answers with their partners.  - Ask for Ss’ answers or ask one student to write his / her answer on the board.  - Teacher confirms the correct answers.  - Remind Ss to keep a record of their original answers so that they can use that information in the Now I can … section. | **- T\_ Ss.**  **- Work individually.**  **\* Key:**  **1**. as → than  **2**. quicklier → more quickly  **3**. more hardly → harder  **4.** the earlier → earlier  **5.** more highly → higher | | **4.PRODUCTION/ PROJECT ( 8’)** | | | **My favourite village**  **\* Objectives:**  **- To help Ss practise making their own poster about their favourite village and present their work.**  *\* Content:*Ss to work in groups to do the project. *Ss’ presentations.*  - Ask Ss to organise their report into a presentation.  - Ask Ss to work in groups to make an interview with their friends, then collect and present data.  *\* Expected outcomes:*Students’ speaking.  *\* Organisation* **:** | | | **Teacher’s Student’s activities** | **Content** | | - 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. | **\*** *T should assign the project in earlier lessons such as in GETTING STARTED lesson. Make sure you guide them carefully and check their progress after each lesson. In the last lesson (LOOKING BACK),* Ss to present their report to the class.  - Ss display all the posters on the wall or bulletin board ; Each group presents the poster they prepare to the whole class. | | **5.WRAP-UP & HOME WORK (2’)**  \* 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  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Unit 2: LIFE IN THE COUNTRYSIDE.  ============================================== | | | | | | | |