

UNIT 2: LIFE IN THE COUNTRYSIDE

Lesson 1: Getting started – Last summer holiday

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the topic *Life in the countryside*
- Gain vocabulary to talk about *Life in the countryside*

2. Competences

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Love talking about activities in the countryside

II. MATERIALS

- Grade 8 textbook, Unit 2, Getting started
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

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

Assumption

Anticipated difficulties	Solutions
Ss may lack experience of group / team work.	<ul style="list-style-type: none"> - Encourage Ss to work in groups so that they can help one another. - Give short, clear instructions, and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To set the context for the introductory dialogue.
- To introduce the topic of the unit.

b. Content:

- Questions & answers about summer activities
- Watching video of summer in the countryside

c. Expected outcomes:

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

d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Asking questions: <ul style="list-style-type: none"> - T asks Ss "What did you do last summer?". - Ss answer the question individually. - Teacher shows students a video of summer in the countryside and asks students to guess what the video is about. - T sets the context for the listening and reading text: Write the title on the board <i>Life in the countryside – Last summer holiday</i>. 	Questions: <i>What did you do last summer?</i> <i>What is the video about?</i> Suggested answers: <i>Life in the countryside</i>

e. Assessment:

- Teacher calls 3-5 students to answer.

2. ACTIVITY 1: PRESENTATION (7 mins)

a. Objectives:

- To prepare vocabulary for students to understand the conversation.

b. Content:

- Vocabulary pre-teaching.

c. Expected outcomes:

- Students know how to use the target vocabulary.

d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching <ul style="list-style-type: none"> - Teacher explains the meaning of the new vocabulary by pictures. - Teacher reveals that the words corresponding to the pictures will appear in the reading text and asks students to open their textbook to find these words. - Teacher introduces the vocabulary. - Teacher checks students' understanding with the "Rub out and remember" technique. 	New words: <ol style="list-style-type: none"> 1. harvest (v) 2. combine harvester (n) 3. herd (v) 4. paddy fields (n)

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Rub and check the vocabulary.

3. ACTIVITY 2: PRACTICE (20 mins)

a. Objectives:

- To help Ss use words and phrases related to farm work in the countryside.
- To help Ss further understand the text.
- To introduce some vocabulary items related to activities that rural people often do.

b. Content:

- Task 1: Listen and read.
- Task 2: Read the conversation and choose the correct answer to each question.
- Task 3: Complete the sentences with the words and phrases from the box.
- Task 4: Match the activities (1 - 6) that people living in the countryside often do with the pictures (a - f).

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and read. (4 mins)	
<ul style="list-style-type: none"> - Teacher plays the recording and asks students to circle the words learnt in the <i>Presentation</i> stage. - Teacher can play the recording more than once. - Students listen and read. 	The dialogue on page 16
Task 2: Read the conversation again and choose the correct answer to each question. (5 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read the dialogue in detail to answer the questions. - Ask them how to do this kind of exercise. Explain the strategies, if necessary (<i>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</i>). - Tell them to underline parts of the dialogue that help them to answer. Set a strict time limit to ensure Ss read the text quickly for information. - Tell them to compare their answers in pairs before sharing them with the class. Ask them to give evidence to support their answers. 	Answer key: 1. A 2. B 3. C 4. A
Task 3: Complete the sentences with the words and phrases from the box. (5 mins)	
<ul style="list-style-type: none"> - Teacher tells Ss to read the conversation again, work independently to do the task, and then ask them to share their answers with one or more partners. T can ask for translation of some of the words and phrases in the box to check their understanding. - T asks 2 students to write their answers on the board. - Check the answers as a class. 	Answer key: 1. load 2. combine harvester 3. herd 4. paddy field 5. harvest time
Task 4: Match the activities (1 - 6) that people living in the countryside often do with the pictures	

(a - f). (6 mins)	
<ul style="list-style-type: none"> - T has Ss work individually to match the words and phrases in the box with the pictures. Have them compare their answers with their partners. Then ask for Ss' answers. Quickly write their answers on the board without confirming the correct answers. - T has Ss listen to the recording, check their answers, and repeat the words / phrases. Ask Ss to look at the answers on the board and say if they are right or wrong. Confirm the correct answers. - Teacher checks the answers as a class and gives feedback. 	Answer key: 1. d 2. a 3. f 4. e 5. b 6. c

e. Assessment

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

4. ACTIVITY 3: PRODUCTION (8 mins)

a. Objectives:

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

b. Content:

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

c. Expected outcomes:

- Students' conversations

d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 5: Work in pairs. Ask and answer about the pictures in 4.	
<ul style="list-style-type: none"> - Model this activity with a student. Remind Ss that they should only use the phrases and the pictures in 4 to ask and answer about activities that rural people often do. - Ask Ss to work in pairs. T goes round to help weaker Ss. Then, call on some pairs to practise in front of the class. Comment on their performance. 	Example: - <i>What are they doing in picture a?</i> - <i>They're ploughing a field.</i>

e. Assessment:

- Teacher gives corrections and feedback to students' conversations.

5. CONSOLIDATION

a. Wrap-up

- Ask one or two Ss to tell the class what they have learnt.
- Ask Ss to say aloud some words and phrases they remember from the lesson.

b. Homework

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

Board Plan

Date of teaching

Unit 2: Life in the countryside

Lesson 1: Getting started

***Warm-up**

*** Vocabulary**

1. harvest (v)
2. combine harvester (n)
3. herd (v)
4. paddy fields (n)

Task 1: Listen and read.

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

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

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

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

***Homework**

UNIT 2: LIFE IN THE COUNTRYSIDE

Lesson 2: A closer look 1

I. OBJECTIVES

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

1. Knowledge

- Vocabulary: The lexical items related to *Life in the countryside*
- Pronunciation: Correctly pronounce words that contain the sounds: /ə/ and /ɪ/

2. Competences

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Love talking about activities in the countryside

II. MATERIALS

- Grade 8 textbook, Unit 2, A closer look 1
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

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

Assumption

Anticipated difficulties	Solutions
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Ss may lack experience of group / team work.	<ul style="list-style-type: none"> - Encourage Ss to work in groups so that they can help one another. - Give short, clear instructions, and help if necessary.
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III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Game: Matching words with pictures

c. Expected outcomes:

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

d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Matching game: <ul style="list-style-type: none"> - T gives out the handouts and divides the class into 10 groups and explains the rules. - Ss match the given words to the pictures and they have to send one to stick the handout onto the board as quickly as possible. - Teacher shows students the answer on the screen and announces the winning group. - T sets the context for the lesson. 	Questions: Match the words with the correct pictures. Suggested answers: <ol style="list-style-type: none"> 1. cattle (n) 2. vast (adj) 3. crop (n) 4. hospitable (adj) 5. poultry (n) 6. picturesque (adj)

e. Assessment:

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

2. ACTIVITY 1: VOCABULARY (20 mins)

a. Objectives:

- To present some nouns that go with action verbs to describe activities which rural people often do.
- To teach Ss new adjectives for describing people and scenes in the countryside.

b. Content:

- Vocabulary pre-teaching.
- Task 1: Circle the correct words to complete the sentences.
- Task 2: Match the following adjectives with their definitions.
- Task 3: Complete the sentences with the words from 2.

c. Expected outcomes:

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

d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching (6 mins)	
- Teacher asks students to guess the meaning of the	<i>New words:</i>

words that they have matched in the Warm-up activity. - Teacher introduces the vocabulary. - Teacher checks students' understanding by the follow-up tasks in the student's book.	1. cattle (n) 2. poultry (n) 3. crop (n) 4. vast (adj) 5. hospitable (adj) 6. picturesque (adj)
Task 1: Circle the correct words to complete the sentences. (4 mins)	
- Teacher asks Ss to read each sentence and choose the suitable noun that goes with the action verb before it. - Let Ss work in pairs to compare their answers before sharing their answers. - Check and confirm the correct answers.	Answer key: 1. cattle 2. fruit 3. crops 4. unloaded 5. catching
Task 2: Match the following adjectives with their definitions. (4 mins)	
- Teacher tells Ss quickly match the adjectives in the left column with their meanings in the right column individually. - Then ask Ss to check their answers with their partners. Ask for translation of some of the adjectives on the list to check their understanding. - Confirm the correct answers.	Answer key: 1. c 2. d 3. e 4. b 5. a
Task 3: Complete the sentences with the words from 2. (6 mins)	
- Teacher ask Ss to do the exercise individually and then check with the whole class. - When checking, ask Ss to refer to 2 to make the meanings of the adjectives clearer to them. - Teacher checks the answers as a class and gives feedback.	Answer key: 1. hospitable 2. well-trained 3. picturesque 4. vast 5. surrounded

e. Assessment:

- Teacher checks students' pronunciation and gives feedback.
- Teacher corrects the answers for students as a whole class.

3. ACTIVITY 2: PRONUNCIATION (8 mins)

a. Objectives:

- To help Ss identify how to pronounce the sounds /ə/ and /ɪ/.
- To help Ss practise pronouncing these sounds in words and sentences.

b. Content:

- Task 4: Listen and repeat the words. Pay attention to the sounds /ə/ and /ɪ/.
- Task 5: Listen and practise the sentences. Underline the bold words with /ə/, and circle the bold words with /ɪ/.

c. Expected outcomes:

- Students repeat the words correctly in words and sentences.

d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 4: Listen and repeat the words. Pay attention to the sounds /ə/ and /ɪ/. (5 mins)	

<p>- Teacher asks some Ss to read out the words first. Then play the recording for them to listen and repeat the words they hear. Ask them to pay close attention to the two sounds. Play the recording as many times as necessary.</p> <p>- Explain to Ss the difference between the two sounds if needed:</p> <p>+ /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.</p> <p>+ /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.</p> <p>- Invite some Ss to say some words they know that include the two sounds.</p>	<table border="1"> <thead> <tr> <th data-bbox="895 271 1182 338">/ə/</th><th data-bbox="1182 271 1473 338">/ɪ/</th></tr> </thead> <tbody> <tr> <td data-bbox="895 338 1182 405">activity</td><td data-bbox="1182 338 1473 405">pick</td></tr> <tr> <td data-bbox="895 405 1182 450">hospitable</td><td data-bbox="1182 405 1473 450">village</td></tr> <tr> <td data-bbox="895 450 1182 495">garden</td><td data-bbox="1182 450 1473 495">harvest</td></tr> <tr> <td data-bbox="895 495 1182 539">picturesque</td><td data-bbox="1182 495 1473 539">busy</td></tr> <tr> <td data-bbox="895 539 1182 607">collect</td><td data-bbox="1182 539 1473 607">cottage</td></tr> </tbody> </table> <p>Suggested outcome: Students repeats the words correctly</p>	/ə/	/ɪ/	activity	pick	hospitable	village	garden	harvest	picturesque	busy	collect	cottage
/ə/	/ɪ/												
activity	pick												
hospitable	village												
garden	harvest												
picturesque	busy												
collect	cottage												
<p>Task 5: Listen and practise the sentences. Underline the bold words with /ə/, and circle the bold words with /ɪ/. (8 mins)</p>													
<p>- Teacher asks Ss to quickly read the sentences. Now play the recording for Ss to listen to the sentences. Ask them to pay attention to the underlined parts and underline and circle the appropriate sounds.</p> <p>- Invite some Ss to share their answers. Confirm the correct ones.</p> <p>- Play the recording again for Ss to repeat the sentences.</p> <p>- Have Ss practise the sentences in pairs. Invite some pairs to read the sentences aloud. Comment on their pronunciation of the sounds.</p>	<p>Suggested outcome:</p> <ol style="list-style-type: none"> 1. There is a lot of <u>water</u> <u>in</u> the bottle. 2. The <u>farmers</u> here are <u>hard-working</u>. 3. They are <u>picking</u> fruits in the <u>orchard</u>. 4. People in my <u>village</u> usually <u>gather</u> at weekends. 5. Please buy some <u>milk</u> and <u>pasta</u> at the supermarket. 												

e. Assessment:

- Teacher gives corrections and feedback to students’ pronunciation.

4. CONSOLIDATION

a. Wrap-up:

- Ask one or two Ss to tell the class what they have learnt.
- Ask Ss to say make some sentences with words and phrases they remember from the lesson

b. Homework:

- Students’ workbook.

Board Plan

<p style="text-align: center;"><i>Date of teaching</i> Unit 2: Life in the countryside</p>

Lesson 2: A closer look 1

*Warm-up

* Vocabulary

1. cattle (n)
2. poultry (n)
3. crop (n)
4. vast (adj)
5. hospitable (adj)
6. picturesque (adj)

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

Task 2: Match the following adjectives with their definitions.

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

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

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

*Homework

MATCHING

Match the words to the suitable pictures

cattle (n)



poultry (n)





UNIT 2: LIFE IN THE COUNTRYSIDE

Lesson 3: A closer look 2



I. OBJECTIVES

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

1. Knowledge

- The *comparative forms of adverbs*

2. Competences

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Love talking about activities in the countryside

II. MATERIALS

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

- Computer connected to the Internet
- Projector / TV/
- *hoclieu.vn*

Language analysis

Structure	Examples
1. For most adverbs (often with two or more syllables), we make comparative forms by adding <i>more</i> .	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 <i>-er</i> .	fast → faster hard → harder
3. Some irregular adverbs: well, fast, hard, ...	well → better hard → hard

Assumption

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

III. PROCEDURES

1. WARM-UP (6 mins)

a. Objectives:

- To review comparative forms of adjectives before the lesson.
- To introduce the term of comparative form of adverbs.

b. Content:

- Making comparison between two pictures.

c. Expected outcomes:

- Students' answers.

d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Making comparison <ul style="list-style-type: none"> - 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. 	<p>Questions:</p> <ol style="list-style-type: none"> 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? <p>Suggested answers:</p> <ol style="list-style-type: none"> 1. People in the countryside live more slowly than people in the city. 2. People in the countryside live more peacefully than people in the city.

e. Assessment:

- Teacher corrects students (if needed).

2. ACTIVITY 1: PRESENTATION (8 mins)

a. Objectives:

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

b. Content:

- The comparative adverbs

c. Expected outcomes:

- Students know how to use the target grammar.

d. Organisation

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

e. Assessment:

- Teacher checks students' understanding by asking some questions.

3. ACTIVITY 2: PRACTICE (20 mins)

a. Objectives:

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

b. Content:

- Task 1: Write the comparative forms of the adverbs in the table below.
- Task 2: Complete the sentences with the comparative forms of the adverbs in brackets.
- Task 3: Complete the sentences with suitable comparative forms of the adverbs from the box.
- Task 4: Read the situations and complete the sentences using the comparative forms of the adverbs in brackets.

c. Expected outcomes:

- Students understand how to use the target grammar.

d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Write the comparative forms of the adverbs in the table below. (4 mins)	

<ul style="list-style-type: none"> - 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. 	<p>Answer key:</p> <table border="1"> <thead> <tr> <th>Adverbs</th><th>Comparative forms</th></tr> </thead> <tbody> <tr><td>long</td><td>longer</td></tr> <tr><td>high</td><td>higher</td></tr> <tr><td>late</td><td>later</td></tr> <tr><td>quickly</td><td>more quickly</td></tr> <tr><td>frequently</td><td>more frequently</td></tr> <tr><td>early</td><td>earlier</td></tr> <tr><td>much</td><td>more</td></tr> <tr><td>little</td><td>less</td></tr> </tbody> </table>	Adverbs	Comparative forms	long	longer	high	higher	late	later	quickly	more quickly	frequently	more frequently	early	earlier	much	more	little	less
Adverbs	Comparative forms																		
long	longer																		
high	higher																		
late	later																		
quickly	more quickly																		
frequently	more frequently																		
early	earlier																		
much	more																		
little	less																		
<p>Task 2: Complete the sentences with the comparative forms of the adverbs in brackets. (5 mins)</p>																			
<ul style="list-style-type: none"> - 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. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. more beautifully 2. more clearly 3. faster 4. harder 5. more heavily 																		
<p>Task 3: Complete the sentences with suitable comparative forms of the adverbs from the box. (5 mins)</p>																			
<ul style="list-style-type: none"> - 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. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. more carefully 2. faster 3. more quietly 4. more soundly 5. earlier 																		
<p>Task 4: Read the situations and complete the sentences using the comparative forms of the adverbs in brackets. (6 mins)</p>																			
<ul style="list-style-type: none"> - 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. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. The red car can run faster than the black car. 2. Nick can jump higher than Tom. 3. Mai did better on the exam than Hoa. 4. The workers arrived earlier than my dad expected. 5. The buses run more frequently than the trains. 																		

e. Assessment:

- Teacher corrects students as a whole class.

4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives:

- To help Ss practise using comparative adverbs to make comparisons

b. Content:

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

c. Expected outcomes:

- Students' conversations

d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 5: Work in pairs. Ask and answer to find out who:	
<ul style="list-style-type: none"> - 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. 	<p>Who:</p> <ul style="list-style-type: none"> - can run faster - can jump higher - stay up late at night - gets up earlier in the morning <p>Suggested outcome: <i>A: How fast can you run?</i> <i>B: I can run 15 kilometres an hour.</i> <i>A: Ok, so you can run faster than me.</i></p> <p>□ <i>I can run fast but B can run faster than I do.</i></p>

e. Assessment:

- Teacher gives corrections and feedback.

5. CONSOLIDATION

a. Wrap-up:

- Summarise the main points of the lesson.
- Ask Ss to make sentences about themselves, using comparative adverbs.

b. Homework:

- Students' workbook.

Board Plan

<p style="text-align: center;"><i>Date of teaching</i> Unit 2: Life in the countryside Lesson 3: A closer look 2</p> <p>*Warm-up</p> <p>* Grammar: Comparative adverbs</p> <p>- <i>more + adv</i> <u>Example:</u> slowly → more slowly carefully → more carefully</p> <p>- <i>adv + er</i> Example: fast → faster hard → harder</p> <p>- <i>irregular adverbs</i> well → better badly → worse</p> <p>Task 1: Write the comparative forms of the adverbs. Task 2: Complete the sentences with the comparative forms of the adverbs.</p>

Task 3: Complete the sentences with suitable comparative forms of the adverbs.
Task 4: Read the situations and complete the sentences using the comparative forms of the adverbs.
Task 5: Work in pairs. Ask and answer to find out who...
***Homework**

UNIT 2: LIFE IN THE COUNTRYSIDE

Lesson 4: Communication

I. OBJECTIVES

By the end of this lesson, Ss 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. Personal qualities

- Be ready and confident in real life conversations

II. MATERIALS

- Grade 8 textbook, Unit 2, Communication
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Structure	Examples
How to respond to compliments	Thank you. I'm glad you like it.

Assumption

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Rearrange to make a conversation.

c. Expected outcomes:

- Students' answers.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Jumbled conversation:	<i>Suggested answers:</i>

<ul style="list-style-type: none"> - Teacher gives out a jumbled conversation. 1. Thank you. Yours is, too. 2. Happy birthday. Wow, you're wearing such a beautiful dress. 3. Here is your present. I hope you like it. 4. I'm glad you like it. 5. This is the best gift I have ever had. I love it. - Teacher asks students to rearrange it to make a meaningful conversation. - Teacher gives some follow-up questions to lead in the introduction of the target grammar point. 	<ul style="list-style-type: none"> 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.
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e. Assessment

- Teacher corrects for students (if needed).

2. ACTIVITY 1: EVERYDAY ENGLISH (12 mins)

a. Objectives:

- To introduce ways of giving and responding to compliments.
- To help Ss practise giving and responding to compliments.

b. Content:

- Task 1: Listen and read the conversations. Pay attention to the highlighted sentences.
- Task 2: Work in pairs. Make similar conversations to practise giving and responding to compliments, using the cues below.

c. Expected outcomes:

- Students know how to use the structures to give and respond to compliments.

d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and read the conversations. Pay attention to the highlighted sentences. (6 mins)	
<ul style="list-style-type: none"> - 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. 	<p>Audio script – Track 10:</p> <p>1. Tom: What a beautiful kite you have, Mai! Mai: Thank you, Tom. My dad made it for me last weekend.</p> <p>2. Nick: You really have a nice dress, Hoa. Hoa: I'm glad you like it, Nick. I think its colour really suits me.</p>
Task 2: Work in pairs. Make similar conversations to practise giving and responding to compliments, using the cues below. (6 mins)	
<ul style="list-style-type: none"> - 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. 	<p>Cues:</p> <ul style="list-style-type: none"> - a shirt - a bicycle - a school bag

e. Assessment

- Teacher checks students' understanding by asking some questions.

3. ACTIVITY 2: ADVERTS FOR BEAUTIFUL VILLAGES (26 mins)

a. Objectives:

- To help Ss learn about two traditional villages in Viet Nam and the Netherlands.
- To help Ss develop their reading skills for specific information (scanning).
- To provide Ss with practice in giving a presentation about the similarities and differences between two places.

b. Content:

- Task 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.
- Task 4: Work in groups. Take turns to talk about the similarities and differences between Duong Lam and Hollum.
- Task 5: Work in pairs. Which village in 3 would you like to visit for a holiday? Explain your choice to your partner.

c. Expected outcomes:

- Students know about two traditional villages in Viet Nam and the Netherlands.

d. Organisation

TEACHER’S AND STUDENTS’ ACTIVITIES	CONTENTS		
Task 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. (8 mins)			
<ul style="list-style-type: none">- 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.	<i>Suggested answers:</i>		
	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.		
Task 4: Work in groups. Take turns to talk about the similarities and differences between Duong Lam and Hollum. (8 mins)			
<ul style="list-style-type: none">- Teacher introduces some words or phrases that are often used to talk about the similarities and differences, such as: <i>both, also, too, like, as, unlike, but, however, etc.</i> 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 on his or her clarity,	Example: <i>Duong Lam and Hollum are both ancient villages, ...</i>		

language, and fluency from other Ss.	
Task 5: Work in pairs. Which village in 3 would you like to visit for a holiday? Explain your choice to your partner. (10 mins)	
<ul style="list-style-type: none"> - 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. 	<p>Suggested outcome:</p> <p>A: Which village would you like to visit for a holiday?</p> <p>B: Duong Lam, of course!</p> <p>A: Why?</p> <p>B: Because I love watching the locals making specialities and ...</p>

e. Assessment

- Teacher corrects students as going around while they're practising.
- Teacher gives feedback.

4. CONSOLIDATION

a. Wrap-up:

- Have Ss say what they have learnt in the lesson.

b. Homework:

- Students' workbook.

Board Plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 2: Life in the countryside</p> <p style="text-align: center;">Lesson 4: Communication</p> <p>*Warm-up</p> <p>* Everyday English</p> <ul style="list-style-type: none"> - Giving compliments: + What a beautiful kite you have. + You really have a nice dress. - Responding: + Thank you. + I'm glad you like it. <p>Task 1: Listen and read. Pay attention to the highlighted sentences.</p> <p>Task 2: Make similar conversations.</p> <p>* Adverts for beautiful villages</p> <p>Task 3. Tick the boxes.</p> <p>Task 4: Talk about the similarities and differences between Duong Lam and Hollum.</p> <p>Task 5: Which village in 3 would you like to visit for a holiday?</p> <p>*Homework</p>

UNIT 2: LIFE IN THE COUNTRYSIDE

Lesson 5: Skills 1

I. OBJECTIVES

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

1. Knowledge

- Read about different aspects of a Vietnamese village
- Talk about a village or town where one lives or which one knows

2. Competences

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Love reading and talking about activities in the countryside

II. MATERIALS

- Grade 8 textbook, Unit 2, Skills 1
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. stretch (v)	/stretʃ/	to reach across a distance or become longer or wider	trải dài
2. canal (n)	/kə' næl/	a long, thin stretch of water that is artificially made either for boats to travel along or for taking water from one area to another	kênh đào
3. cultivate (v)	/'kʌltɪveɪt/	to prepare land and grow crops on it, or to grow a particular crop	canh tác
4. orchard (n)	/'ɔ:tʃəd/	an area of land where fruit trees (but not orange trees or other citrus trees) are grown	vườn cây ăn quả

Assumption

Anticipated difficulties	Solutions
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Ss may lack experience of group / teamwork.	<ul style="list-style-type: none"> - Encourage Ss to work in groups so that they can help one another. - Give short, clear instructions, and help if necessary.
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III. PROCEDURES

1. WARM-UP (5 mins)

a. 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.

b. Content:

- Task 1: Work in pairs. Look at the picture and discuss the following questions.

c. Expected outcomes:

- Students' answers.

d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Look at the picture and discuss the following questions. (5 mins)	
<ul style="list-style-type: none"> - 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. 	<p>Questions:</p> <ul style="list-style-type: none"> - What can you see in the picture? - Which adjectives in the box can be used to describe the picture? <p>Suggested answers:</p> <ul style="list-style-type: none"> - <i>paddy fields, cattle (buffaloes), farmers, a combine harvester, a lake / pond, trees, houses, a dirt road, horizon, etc.</i> - <i>peaceful, vast, picturesque</i>

e. Assessment:

- Teacher corrects students (if needed).

2. ACTIVITY 1: READING (18 mins)

a. Objectives:

- To improve Ss' knowledge of vocabulary related to community activities.
- To improve Ss' skill of reading for specific information.

b. Content:

- Vocabulary
- Task 2: Read the text about life in a village in Viet Nam. Match the highlighted words in the text with their meanings.
- Task 3: Read the text again and tick T (True) or F (False) for each sentence.

c. Expected outcomes:

- Students understand how to use the target grammar.

d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching (5 mins)	

<ul style="list-style-type: none"> - 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 follow-up questions 	New words: 1. stretch (v) 2. canal (n) 3. cultivate (v) 4. orchard (n)
Task 2: Read the text about life in a village in Viet Nam. Match the highlighted words in the text with their meanings. (5 mins)	
<ul style="list-style-type: none"> - 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. 	Answer key: 1. c 2. a 3. d 4. b
Task 3: Read the text again and tick T (True) or F (False) for each sentence. (7 mins)	
<ul style="list-style-type: none"> - 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. 	Answer key: 1. T 2. T 3. F 4. F 5. T

e. Assessment

- Teacher corrects for students as a whole class.
- Teacher checks the vocabulary by asking the Vietnamese meaning of each word.

3. ACTIVITY 2: SPEAKING (15 mins)

a. Objectives:

- To help Ss prepare ideas for the next activity.
- To provide an opportunity for Ss to practise talking about a village or town where they live or which they know.

b. Content:

- Task 4: Make notes about the village or town where you live or which you know.
- Task 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.

c. Expected outcomes:

- Students' speaking.

d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 4: Make notes about the village or town where you live or which you know. (5 mins)	
<ul style="list-style-type: none"> - 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). 	Suggested outcome: <i>Name: Ha Noi</i> <i>Location: Northern Vietnam</i> <i>Scenery: ancient buildings and beautiful sights</i> <i>How people live: fast, lively</i>

<p>- Have them note down these ideas quickly.</p>	<p><i>Activities adults or children often do:</i> <i>chatting, having a coffee with friends, going shopping</i> <i>The relationships among the people:</i> <i>friendly, helpful</i> <i>Special feature: Old quarter, museums, ...</i></p>
<p>Task 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. (10 mins)</p>	
<p>- 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.</p>	<p>Suggested outcome: <i>I live in Duong Lam. It's an old village outside Ha Noi. It has ...</i></p>

e. Assessment:

- Teacher gives corrections and feedback.

4. CONSOLIDATION

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Students' workbook.

Board Plan

<p style="text-align: center;"><i>Date of teaching</i> Unit 2: Life in the countryside Lesson 5: Skills 1</p> <p>*Warm-up Task 1: Look at the picture and discuss the questions.</p> <p>* Vocabulary:</p> <ol style="list-style-type: none"> 1. stretch (v) 2. canal (n) 3. cultivate (v) 4. orchard (n) <p>Task 2: Read the text. Match the highlighted words with their meanings. Task 3: Read the text again and tick T (true) or F (False). Task 4: Make notes about the village or town where you live or which you know. Task 5: Talk about the village or town where you live or which you know.</p> <p>*Homework</p>

UNIT 2: LIFE IN THE COUNTRYSIDE

Lesson 6: Skills 2

I. OBJECTIVES

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

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

2. Competences

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Love reading and talking about activities in the countryside

II. MATERIALS

- Grade 8 textbook, Unit 2, Skills 2
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Ss may lack experience of group / teamwork.	<ul style="list-style-type: none"> - Encourage Ss to work in groups so that they can help one another. - Give short, clear instructions, and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Miming game: Activities that rural people do.

c. Expected outcomes:

- Students' answers

d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Miming game: <ul style="list-style-type: none"> - Invite some Ss to go to the board. Have them mime some activities that rural people often do. Ask other Ss to guess what the activities are. - Lead to the new lesson: Listening and Writing 	Questions: <ul style="list-style-type: none"> - What am I doing? Suggested answers: <ul style="list-style-type: none"> - cultivating - harvesting

opinions on life in the countryside. - Introduce the objectives of the lesson.	...
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e. Assessment:

- Teacher corrects for students (if needed).

2. ACTIVITY 1: PRE-LISTENING (5 mins)

a. Objectives:

- To help Ss understand and activate their knowledge of the topic.

b. Content:

- Task 1: Work in pairs. Discuss the following question.

c. Expected outcomes:

- Students get vocabulary and knowledge for the listening tasks.

d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Discuss the following question. (5 mins)	
<ul style="list-style-type: none"> - Ask Ss to work in pairs discussing questions about what they like or dislike about life in the countryside. - Ask some Ss to share their answers in front of the class. If necessary, T may ask them some other questions about the reasons for their answers. 	<p>Questions: What do you like or dislike about life in the countryside?</p>

e. Assessment

- Teacher asks Ss some follow-up questions.

3. ACTIVITY 2: LISTENING (12 mins)

a. Objectives:

- To help Ss develop their skill of listening for specific information.

b. Content:

- Task 2: Listen to three people talking about life in the countryside. Choose the opinion that each speaker expresses.
- Task 3: Listen again and choose the correct answer A, B, or C.

c. Expected outcomes:

- Students understand how to use the target grammar.

d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 2: Listen to three people talking about life in the countryside. Choose the opinion (A - C) that each speaker (1 - 3) expresses. (6 mins)	
<ul style="list-style-type: none"> - Have Ss read the questions in this activity quickly and underline the key words. This helps them have some ideas of what they are going to listen to and the information they need for answering the questions. - Play the recording twice for Ss to do the exercise. For stronger classes, ask Ss to take notes of the information to explain their answers. - Have Ss share their answers in pairs. - Invite some pairs to answer and confirm the correct ones. - Play the recording again if needed, stopping at places 	<p>Answer key: Speaker 1: B Speaker 2: A Speaker 3: C</p>

where Ss are having difficulties.	
Task 3: Listen again and choose the correct answer A, B, or C. (6 mins)	
<ul style="list-style-type: none"> - Have Ss read the questions and the options, and determine what information they need for answering the questions. - Play the recording once or twice more for Ss to do the exercise. For stronger classes, ask Ss to take notes of the information to explain for their answers. - Have Ss share their answers in pairs. - Invite some pairs to answer and confirm the correct ones. - Play the recording again if needed, stopping at the places where Ss are having difficulties. 	Answer key: 1. C 2. A 3. C 4. A 5. B

e. Assessment:

- Teacher corrects for students as a whole class.

4. ACTIVITY 3: WRITING (14 mins)**a. Objectives:**

- To help Ss prepare ideas for the next activity
- To help Ss practise writing a paragraph about what they like or dislike about life in the countryside

b. Content:

- Task 4: Work in groups. discuss and write what you like or dislike about life in the countryside.
- Task 5: Write a paragraph (80 - 100 words) about what you like or dislike about life in the countryside.

c. Expected outcomes:

- Students' speaking

d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 4: Work in groups. discuss and write what you like or dislike about life in the countryside. (4 mins)	
<ul style="list-style-type: none"> - 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 able Ss to the whole class. 	Suggested outcome: Students' notes
Task 5: Write a paragraph (80 - 100 words) about what you like or dislike about life in the countryside. (10 mins)	
<ul style="list-style-type: none"> - Set up the writing activity: T reminds Ss that the first important thing is always to think about what they are going to write. Ss can use the ideas they have prepared in 4. Ask Ss to brainstorm the ideas and needed language for writing. T may ask Ss to refer back to the reading for useful language and ideas and write some useful expressions and language on the board. 	Suggested answer: There are some things I like about life in the countryside. One of the main attractions is its peacefulness. This helps people living there feel comfortable and relaxed. Additionally, I enjoy its natural beauty. The countryside often offers picturesque views

<p>- Ask Ss to write the first draft individually. T may display all or some of the Ss' writings on the wall / bulletin board. T and other Ss comment. Ss edit and revise their writing as homework. If time is limited, T may ask Ss to write the final version at home.</p>	<p>of rolling hills, rolling meadows, and vast green fields. This can be a great source of inspiration. Finally, I appreciate the strong sense of community in rural areas. Rural people are very tight-knit and always willing to help their neighbours. Overall, these are just some of the many things I enjoy about rural life.</p>
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e. Assessment:

- Teacher gives corrections and feedback.

5. CONSOLIDATION

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Students' workbook.

Board Plan

<p style="text-align: center;"><i>Date of teaching</i> Unit 2: Life in the countryside Lesson 6: Skills 2</p> <p>*Warm-up Miming game</p> <p>* Listening Task 1: Discuss the question. Task 2: Listen & choose the opinion that each speaker expresses. Task 3: Listen again and choose the correct answer.</p> <p>* Writing Task 4: Discuss and write what you like or dislike about life in the countryside. Task 5: Write a paragraph about what you like or dislike about life in the countryside.</p> <p>*Homework</p>

UNIT 2: LIFE IN THE COUNTRYSIDE

Lesson 7: Looking back and Project

I. OBJECTIVES

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

1. Knowledge

- Review the vocabulary and grammar of Unit 2
- Apply what they have learnt (vocabulary and grammar) into practice through a project

2. Competences

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Love talking about activities in the countryside

II. MATERIALS

- Grade 8 textbook, Unit 2, Looking back and Project
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Ss may lack experience of group / teamwork.	<ul style="list-style-type: none"> - Encourage Ss to work in groups so that they can help one another. - Give short, clear instructions, and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Revision.

c. Expected outcomes:

- Ss can tell the teacher what they have learnt in unit 2.

d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Revision (5 mins)	
<ul style="list-style-type: none"> - 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. 	<p>Questions:</p> <ul style="list-style-type: none"> - What have we learnt in Unit 2? <p>Suggested answers:</p> <ul style="list-style-type: none"> - words about life in the countryside

- Teacher confirms and leads them to do all the exercises in books.	<ul style="list-style-type: none"> - 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
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e. Assessment:

- Teacher corrects students (if needed).

2. ACTIVITY 1: VOCABULARY (10 mins)

a. Objectives:

- To help Ss review the vocabulary of Unit 2.

b. Content:

- Task 1: Write a phrase from the box under the correct picture.
- Task 2: Choose the correct answer A, B, or C.

c. Expected outcomes:

- Students remember the vocabulary learnt.

d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Write a phrase from the box under the correct picture. (5 mins)	
<ul style="list-style-type: none"> - 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. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. ploughing fields 2. catching fish 3. drying rice 4. unloading rice 5. feeding pigs 6. milking cows
Task 2: Choose the correct answer A, B, or C. (5 mins)	
<ul style="list-style-type: none"> - 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. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. B 2. C 3. A 4. C 5. A

e. Assessment:

- Teacher asks Ss some follow-up questions.

3. ACTIVITY 2: GRAMMAR (12 mins)

a. Objectives:

- To help Ss revise the forms and uses of comparative adverbs.

b. Content:

- Task 3: Complete the sentences with the comparative forms of the adverbs in brackets.

- Task 4: Underline the mistakes in the sentences and correct them.

c. Expected outcomes:

- Students' answers.

d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 3: Complete the sentences with the comparative forms of the adverbs in brackets. (6 mins)	
<ul style="list-style-type: none"> - 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. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. earlier 2. more fluently 3. more easily 4. more heavily 5. harder / better
Task 4: Underline the mistakes in the sentences and correct them. (6 mins)	
<ul style="list-style-type: none"> - 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. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. as → than 2. quicklier → more quickly 3. more hardly → harder 4. the earlier → earlier 5. more highly → higher

e. Assessment:

- Teacher corrects for students as a whole class.

4. ACTIVITY 3: PROJECT (14 mins)

a. Objectives:

- To help Ss practise making their own poster about their favourite village and present their work.

b. Content:

- To help Ss develop the skill of working in groups to do a project.

c. Expected outcomes:

- Students' speaking

d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none"> - 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. 	<p>Suggested outcome:</p> <p>Students' posters & presentations</p>

e. Assessment:

- Teacher gives corrections and feedback.

5. CONSOLIDATION

a. Wrap-up:

- Summarise the main points of the lesson.

b. Homework:

- Students' workbook

Board Plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 2: Life in the countryside</p> <p style="text-align: center;">Lesson 7: Looking back and Project</p> <p>*Warm-up</p> <p>Revision</p> <p>* Vocabulary</p> <p>Task 1: Write a phrase from the box under the correct picture.</p> <p>Task 2: Choose the correct answer A, B, or C.</p> <p>* Grammar</p> <p>Task 3. Complete the sentences with the comparative forms of the adverbs in brackets.</p> <p>Task 4: Underline the mistakes in the sentences and correct them.</p> <p>*Project</p> <p>* Homework</p>
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