* Date of teaching: 24/9/2024

* Week : 4 * Period : 10

UNIT 2: LIFE IN THE COUNTRYSIDE

Lesson 2: A CLOSER LOOK 1 + LANGUAGE FOCUS 1,2

I. Objectives

1.Knowledge: By the end of this unit students can:

a. Skills:

- Main skill:

Speaking: pronounce the sounds /ə/ and /i/. correctly in sentences

- Sub- skill:

Listening: listen for the sounds **ə/** and **/i/**.

b. Language:

Vocabulary: The lexical items related to life in the countryside

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

2. Competence

Students can pronounce the sounds /ə/ and /ɪ/ correctly in sentences and tell everyone about their classmate's activities in the countryside

3. Attitude

Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities

II. Teaching aids (& materials)

Student book TA 8, p.p.t file, pictures of life in the countryside

III. Procedure

Activity 1: Setting the scene (5 minutes)

The activity aims at creating an active atmosphere in the class before the lesson and		
leading into the new unit		
List the activities that people in the countryside often do		
-Asks SS write down some activities that people in the countryside often do in the		
paper.Then they compare with their partners . Have some say the activities. Lead to		
this lesson which focuses on the activities		
1. Ss have an exciting atmosphere to start the lesson		
2. Expected answers:		
- 1. Herding the buffaloes 2. Catching fish 3. Drying rice		
4. Loading the rice		

Activity 2 : Teaching new words (10 minutes)

Goal	The activity aims at providing students with vocabulary and helping students well-
	prepared for the listening and reading tasks.
Input	1. cattle (n) gia súc
	2. vast (adj) mênh mông,bao la,rộng lớn
	3. crop (n) vụ,mùa

	4. hospitable (adj) hiếu khách,mến khách				
	5. poultry (n)gia cầm				
	6. picturesque (adj) đẹp như tranh vẽ				
	7.well-trained(adj) lành nghề,có tay nghề				
Procedure					
	- follow steps of teaching new vocabulary				
	- use "Rub out and remember" check vocabulary				
Outcome	1. Ss have certain vocabulary for the listening and reading tasks.				
	2. seven new words				

Activity 3 : Practising the sentences (5 minutes)

Goal	The activity aims at helping Ss circle the correct words to complete the sentences to describe activities which rural people often do.
Input	1. Circle the correct words to complete the sentences. 1. We helped the farmers herd cattle / poultry.
	2. They are helping their parents pick plants / fruit in the orchard.
	3. At harvest time farmers are busy cutting and collecting food / crops.
	4. The driver loaded / unloaded the rice from the back of the truck.
	5. People here live by catching / holding fish from nearby lakes and ponds.
Procedure	- 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.
Outcome	1. Key: 1. cattle, 2. fruit, 3. crops, 4. unloaded, 5. catching

Activity 4: Practising more about the vocabularies. (5 minutes)

Goal	The activity aims at giving Ss further practice with new adjectives with their definitions						
Input	2. Match	the	following	adjectives	with	their	definitions.
	1. vast		etty, especia at looks old-				
	2. hospitable		aving someth around	ning near			
	3. well-trained		tremely large e, amount, e				
	4. surrounded	gu	eased to wel uests; genero endly to visit	ous and			
	5. picturesque		ving receive thorough tra				

Procedure	 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.
Outcome	1. Ss practise more on the adjectives 2 Key 1. c , 2. d , 3. e , 4. b , 5. a

Activity 5: Practising more about the vocabularies they have learnt. (5 minutes)

Goal	The activity aims at giving Ss further practice with adjectives for describing people and scenes in the countrysidein specific contents		
Input	3. Complete the sentences with the words from 2.		
	1. The local people are kind and to visitors.		
	2. Our factory needs a lot of workers.		
	3. While travelling up the mountain, people always stop and take photos of the scenery.		
	4. The Sahara is a desert that covers parts of eleven countries in northern Africa.		
	5. The lake is by a lot of trees.		
Procedure	 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. 		
Outcome	1. Ss practise more on the adjectives 2 Key 1. hospitable 2. well-trained 3. picturesque 4. vast 5. surrounded		

Activity 6: Pronouncing the sounds (5 minutes)

Tiethvity or	1 Tonouncing the Sounds (5 minutes)		
Goal	The activity aims at helping Ss identify how to pronounce the sounds/ə/ and /i/ and		
	practise pronouncing these sounds in words.		
Input	Pronunciation		
	/ə/ and /i/		
	4.Listen and repeat the words. Pay attention to the sounds /ə/ and /ɪ/		

	/a/	/1/		
	activity hospitable garden picturesque collect	pick village harvest busy cottage		
Procedure	-Have some Ss read out the words firstThen play the recording for them to listen and repeat the words they hear. Play the recording as many times as necessary -Explain to Ss that these words have the sounds /ə/ and /i/. Tell them the difference			
	the words and put the words into the the class and confirm the correct ones they know that include the two sound			
Outcome	•		the sounds /ə/ and /i/.	

Activity 7: Pronouncing the sounds /ə/ and /i/. (5 minutes)

Goal	1. The activity aims at helping Ss pronounce the sounds /ə/ and /i/. correctly in sentences.		
Input	5. Listen and practise the sentences. Underline the bold words with /ə/, and circle the bold words with /ɪ/		
	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.		
Procedure	- Have Ss quickly read the sentences. Now play the recording for Ss to listen to the sentences. Ask them to pay attention to the bold words and underline the bold words with /ə/ and and circle the bold words with /i/. -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.		
Outcome	1. Ss pronounce the sounds /ə/ and /i/ correctly in sentences. 2.Key:		
	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.

Wrap-up: (5 minutes)

- 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 do Language focus 1 and 2 at home



Vocabulary

- 1. Write the phrase from the box under the correct picture. (Page 20)
- 2. Choose the correct answer A, B, or C.(Page 20)

* Date of teaching: 24/9/2024

* Week : 4
* Period : 11

UNIT2: LIFE IN THE COUNTRYSIDE Lesson 3 : A CLOSER LOOK 2 + LANGUAGE FOCUS 3,4

I. Objectives:

1. Knowledge: By the end of this unit students can be able to use the comparative form of adverbs

2. Competence:

Students can use comparative form of adverbs to talk about their life in the countryside.

3. Attitude:

Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities

II. Teaching aids (& materials):

Student book TA 8, ppt file, pictures of life in the countryside.

III. Procedure:

Activity 1: Setting the scene (5 minutes)

Activity 1: 56	etting the scene (5 minutes)				
Goal	The activity aims at creating an active atmosphere in the class before the lesson and				
	leading into the new unit				
Input	CHATTING: Pictures				
Procedure	- Teacher shows the pictures on the screen.				
	- Teacher asks students to make comparative sentences to describe the difference between				
	the 2 pictures.				
	– Ask Ss some 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?				
	- Teacher gives some follow-up questions to lead in the introduction of the target grammar				
	point.				
	- Teacher sets the context for the lesson.				
Outcome	1. Ss have an exciting atmosphere to start the lesson				
	2. Expected 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.				
Activity 2 : T	eaching some comparative forms of the adverbs(10 minutes)				
Goal	The activity aims at helping ss learn some comparative forms of the adverbs that Ss				

Goal	The activity aims at helping ss learn some comparative forms of the adverbs that Ss			
	normally use in everyday conservations.			
Input	Comparative adverbs			

	1. For most adverbs (often with two or more syllables), we make comparative forms by
	adding more.
	2. For adverbs that have the same forms as adjectives like fast, hard, soon, etc., we make
	comparative forms by adding -er.
	3. Some irregular adverbs
Procedure	– Ask Ss to look at the content in "Remember"
	-T explains clearly how to use the target grammar.
	-Asks Ss copy down the lesson in their notebooks.
Outcome	1. Adding more:
	slowly \rightarrow more slowly
	carefully → more carefully
	2. Adding -er:
	$fast \rightarrow faster$
	hard → harder
	3. Irregular adverbs:
	well → better
	$badly \rightarrow worse$

Activity 3: Practising the correct form of the comparative forms of adverbs (5 minutes)

Goal	The activity aims at helping adverbs	Ss practise the correct form of the co
Input	Adverbs	Comparative forms
	long	longer
	high	
	late	
	quickly	
	frequently	
	early	
	much	
	little	
Procedure	\$42.4 CONT.	dividually and then compare their a
	Have Ss do this exercise inAsk some Ss to share their	answers. Confirm the correct answ
	– Have Ss do this exercise in	canswers. Confirm the correct answers.
	Have Ss do this exercise inAsk some Ss to share their Adverbs	answers. Confirm the correct answ
	 Have Ss do this exercise in Ask some Ss to share their Adverbs long 	Comparative forms longer
	- Have Ss do this exercise in - Ask some Ss to share their Adverbs long high	Comparative forms longer higher
	- Have Ss do this exercise in - Ask some Ss to share their Adverbs long high late	longer higher later
	- Have Ss do this exercise in - Ask some Ss to share their Adverbs long high late quickly frequently early	Comparative forms longer higher later more quickly
Procedure Outcome	- Have Ss do this exercise in - Ask some Ss to share their Adverbs long high late quickly frequently	Comparative forms longer higher later more quickly more frequently

Activity 4: Practising more with the comparative form of adverbs. (5 minutes)

Goal	The activity aims at giving further practice with the comparative form of adverbs
Input	
	2. Complete the sentences with the comparative forms of the adverbs in

	brackets.
	1. Mai dances (beautifully) than Hoa does.
	2. Please write (clearly) I can't read it.
	3. Life in the city seems to move (fast) than that in the countryside.
	4. If you want to get better marks, you must work much (hard)
	5. Today it's raining (heavily) than it was yesterday.
Procedure	 - 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.
Outcome	Suggested answers:
	1. more beautifully, 2. more clearly, 3. faster, 4. harder, 5. more heavily

Activity 5: Practising more with the comparative form of adverbs. (5 minutes)

Activity 5	: Practising more wi	in the comparative	Torin of auverb	S. (5 minute:	
Goal	The activity aims at helping Ss do further practice with the comparative form of adverbs				
Input	3. Complete the sentences with suitable comparative forms of the adverbs from the box.				
	early soundly	fast	carefully	qı	nietly
	1. After his accident las	t month, he is driving	now.		
	2. A horse can run	_ than a buffalo.			
	3. You're too loud. Can	you speak a bit	_•		
	4. After working hard a	ll day on the farm, we	slept than	ever before.	
	5. The farmers started h	arvesting their crops	than expect	ed.	
Proced	 Have Ss work individual 	dually to write the se	ntences about th	emselves.	
ure	- Invite some Ss to wi	ite their answers on	the board.		
	- Comment on their ar	iswers.			
	Key:				
Outcom e	1.more carefully	2. faster	3. more quietly	4. soundly	5. earlier

Activity 6: Making sentences using the comparative forms of the adverbs in brackets. (5 minutes)

Goal	The activity aims at helping Ss complete the sentences, using the comparative forms of the adverbs
Input	4. Read the situations and complete the sentences using the comparative forms of the
	adverbs in brackets.
	1. The red car can run 200 km/h while the black car can run 160 km/h.
	The red car can run (fast)
	2. Nick can jump 1.5 m high while Tom can jump only 1.3 m.
	Nick can jump (high)
	3. Mai and Hoa both did well on the exam. Hoa got 80% of the answers correct and Mai got 90%.
	90%. Mai did (well)
	Wai did (weii)
	4. My dad expected the workers to arrive at 7 a.m, but they arrived at 6:30 a.m.
	The workers arrived(early)
	5. The buses run every 15 minutes. The trains run every 30 minutes.
	The buses run (frequently)
Procedure	- 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.
Outcome	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.

Activity 7: Using comparative adverbs to make comparisons (5 minutes)

Goal	The activity aims at helping Ss Using comparative adverbs to make comparisons
Input	5. Work in pairs. Ask and answer to find out who:
	- can run faster
	- can jump higher
	- stay up late at night

	- gets up earlier in the morning
Procedure	 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.
Outcome	Suggested answers: A: How fast can you run? B: I can run 15 kilometres an hour. A: Ok, so you can run faster than me. I can run fast but B can run faster than I do.

Wrap-up: (5 minutes)

- 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.
- Ask ss to do Language focus 3 and 4 at home

GRAMMAR

	_
Every morning Nick gets up ten minutes (early)	_ than his sister.
2. I speak French (fluently) now than I did last y	rear.
3. You'll find your way around the village (easily)	_ if you have a good map.
4. It rained (heavily) today than it did yesterday	ау.
5. If you work (hard), you will do (well)	in your exam.
4. Underline the mistakes in the sentences and correct them. (Pag	e 26)
1. I run faster as my brother does.	
2. People in the city seem to react quicklier to changes than the	ose in the country.
3. We need to work more hardly, especially at exam time.	
4. You must finish harvesting the rice the earlier this year than y	you did last year.

5. As they climbed more highly up the mountain, the air became cooler.

* Date of teaching: 27/9/2024

* Week : 4 * Period : 12

UNIT2: LIFE IN THE COUNTRYSIDE

Lesson 4: COMMUNICATION Timing: 1 period (45 minutes)

I. Objectives

1.Knowledge: By the end of this unit students can:

a. Skills:

- Main skill

Speaking: - Give and respond to compliments

- Sub- skill:

Listening: listen for specific information about compliments

b. Language:

Vocabulary: use some vocabulary about compliments

Grammar: use the structures to give and respond to compliments between two places.

2. Competence

Ss with practice in giving a presentation about the similarities and differences

3. Attitude

Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities

II. Teaching aids (& materials)

Student book TA 8, ppt file, pictures traditional villages in Viet Nam and the Netherlands

III. Procedure

Activity 1: Setting the scene (5 minutes)

Activity 1: Se	etting the scene (5 minutes)
Goal	The activity aims at creating an active atmosphere in the class before the lesson and leading
	into the new unit
Input	CHATTING:
Procedure	- Show some pictures of the peaceful village . Ask some Ss to make sentences about
	themselves, using the adj to describe the picture

	- Introduce the objectives of the lesson: learning how to give and respond to compliments
Outcome	1. Ss have an exciting atmosphere to start the lesson
	2. Expected answers:
	What a big tree!
	What a nice house!

Activity 2: Introducing ways of giving and responding compliments (5 minute)

Goal	The activity aims at introducing ways of giving and responding compliments					
Input	1.Listen and read the conversations. Pay attention to the highlighted sentences.					
	1.					
	Tom: What a beautiful kite you have, Mai!					
	Mai: Thank you, Tom. My dad made it for me last weekend.					
	2.					
	Nick: You really have a nice dress, Hoa.					
	Hoa: I'm glad you like it, Nick. I think its colour really suits me					
Procedure	- Play the recording for Ss to listen and read the dialogues at the same time. Ask Ss to					
Troccaure	pay attention to the highlighted parts. Tell them that these are two ways of giving and					
	responding compliments					
	- Have Ss practise the dialogues in pairs. Call on some pairs to practise the dialogues					
	in front of the class.					
Outcome	1. Ss identify and remember the ways of giving and responding compliments					
	2. Giving and responding compliments:					
	- Giving compliments: What + (a/an) + Adj +N/N(s/es)+ S +V!					
	You really have					
	- Responding compliments: Thank you					
	I'm glad you like it					
	I m grad y ou line it iii					
i						

Activity 3: Practising giving and responding compliments (10 minutes)

Goal	The activity aims at practising giving and responding compliments
Input	2. Work in pairs. Make similar conversations to practise giving and responding to compliments, using the cues below. - a shirt - a bicycle - a school bag
Procedure	 -Ask Ss to work in pairs to make similar dialogues, using the language they have learnt. - Move around to observe and provide help. Call on some pairs to practise in front of the class. Comment on their performance. - Have Ss react the role-plays, but this time Trang starts with "Do you" and Tom starts with "Would you like
Outcome	1. Ss can talk about likes and dislikes. 2. Expected answer:

Nam: What a beautiful shirt you have, Lan! Lan: Thank you, Nam. My mother made it for me last Sunday

	ctise reading the adverts for			
Goal	1	ving a pre	esentation	about the similarities and differences
	1			
Input Procedure	village Duong Lam, one of the most get there from the centre of he pagoda, traditional houses, ar making specialities, such as ke hollum is one of the ancient visitors come to the village be fascinating sights, such as trasightseeing, visitors can also reach the village by air or ferreach the village by air o	ancient vancient vanc	rillages in lar, bus or es. Besides ne lam, etc n the islan its historicouses, a min sports li	es. tick (□) the boxes to show which h boxes need to be ticked. Duong Lam ha noi, is situated in Son Tay. Visitors can even by bicycle. It is famous for its ancient these, visitors can observe the locals and then try them. Hollum Village d of ameland, the netherlands. Many all and cultural values. It is full of useum, a church, a lighthouse, etc. Beside ke kite-flying, surfing, etc. Visitors can to they are going to do. Remind them that
Outcome	necessary information to help	them tick adverts a ound and	x the corre and tick the	e boxes in the table. After that, get them to
	Statements	Duong Lam	Hollum	
	1. It's an ancient village.	~	•	
	2. We can visit an ancient pagoda, traditional houses, and temples in this village.	V		
	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 5 : Giv	ving oninions about the sim	ilarities a	nd differe	ences between two places. (5 minutes)

Goal:	To provide Ss with practice in giving a presentation about the similarities and differences				
	between two places				
In put	4. Work in groups. Take turns to talk about the similarities and differences				
	between Duong Lam and Hollum.				
	Example:				
	Durong Lam and Hollum are the both ancient village				
Procedure	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 their presentation to the whole class. After each student finishes his or her presentation, invite comments from other students				
Out come	Suggested answers: Duong Lam and Hollum are both ancient villages. Duong Lam is in Viet Nam, but Hollum is in the Netherlands				

Activity 6: Sharing opinions about the the village in 3 they would like to visit for a holiday (5 minutes)

Goal:	To provide Ss with practice in asking and answering about the places Ss would like to
	visit
In put	5. Work in pairs. Which village in 3 would you like to visit for a holiday?
	Explain your choice to your partner.
	Example:
	A:Which village would you like to visit for a holiday?
	B:Duong Lam, of course!
	A:Why?
	B:Because I love watching the locals making specialities and
Procedure	Put Ss into groups 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
Out come	Suggested answers:
	A:Which village would you like to visit for a holiday?
	B:, of course!
	A:Why?
	B:Because Iand

Wrap-up: (5 minutes)

Ask Ss make conversation about choosing which places they want to visit and explain their choice to your partner

DUYỆT CỦA TỔ TRƯỞNG

NGƯỜI SOẠN

Phạm Thị Tuyết Hoa

Đỗ Thị Thu Hằng