**Trường: ....................** Họ và tên giáo viên:

**Tổ: ....................** ....................

# UNIT 2: LIFE IN THE COUNTRYSIDE

**Môn học: tiếng Anh- lớp 8 (Thời gian thực hiện: 7 tiết)**

# Period: 9-15

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| **Class** | **Date of teaching** | **Attendance** |
| **8** |  |  |

1. **OBJECTIVES**

* By the end of the lesson, students are expected to achieve the following objectives:

# Knowledge:

* Vocabulary: Understand the meaning of the key words or word collocations below: The lexical items related to *Life in the countryside*
* Pronunciation: Pronouncing the sounds /ə/ and /ɪ/correctly
* Grammar: Understand and use the grammar structures presented in the lesson: The ***comparative forms of adverbs***

# Competencies:

* + 1. **General competencies:**
* Form and improve such competencies as communication, self-learning capability, creative capacity, ability to use of language ……
* Be collaborative and supportive in pair work and teamwork
* Actively join in class activities

# Specific competencies:

* Improve such competencies related to language learning as listening, speaking, reading, and use of language (vocabulary, phonetics, grammar).

+ Student are expected to pronounce, know the meaning of the key words and understand the main grammatical points, then do the tasks that follow.

* Communication and cooperation: understand and express themselves using a foreign language, orally and writing; express opinions and respect those of others

+ Student are expected to

* use the words related to life in the countryside;
* pronounce the sounds /ə/ and /ɪ/ correctly in words and sentences;
* use comparative forms of adverbs;
* give and respond to compliments;
* read for specific information about different aspects of a Vietnamese village;
* talk about the village or town where someone lives;
* listen for specific information about someone’s opinion about life in the countryside;
* write a paragraph about what someone likes or dislikes about life in the countryside

# Qualities:

* Have a positive attitude towards what they have learnt in the lesson: honesty, account abilities, community, love and care for family and friends, sympathy for the disadvantaged, better understanding of social problems, generosity, diligence..,
* Love talking about activities in the countryside
* Develop self-study skills.

# PREPARATIONS

* Teacher: TV, laptop, flash card, power point slides…..
* Students: Text books, studying equipment’s….

# PROCEDURE

**Period 9-Lesson 1: Getting started – Last summer holiday**

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| **ACTIVITY 1: WARM-UP (5’-PW/IW)**  **1. Aim:**   * To set the context for the introductory dialogue; * To introduce the topic of the unit.   **2. Content:**  **-** Questions & answers about summer activities  - Watching video of summer in the countryside  **3. Products:**  - Students know the topic of the unit and be ready for the conversation.  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  **+ Asking question:**  **Step 2: Task performance**   * T asks Ss “What did you do last summer?”. * Ss answer the question individually.   **-** Teacher calls 3-4 students to answer.  **Step 3: Report and discussion**   * Teacher shows students a video of summer in the countryside and asks students to guess what the video is about. **Step 4: Judgement** * T sets the context for the listening and reading text: Write the title on the board *Life in the countryside – Last*   *summer holiday*. | **Questions:**  *What did you do last summer? What is the video about?*  **Suggested answers:**  *Life in the countryside* |
| **ACTIVITY 2: PRESENTATION/ NEW LESSON (7’-IW)** | |

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| **1. Aim:**  - To prepare vocabulary for students to understand the conversation.  2. **Content:**  - Learn some new words: harvest (v), combine harvester (n), herd (v), paddy field (n)  **3. Products:**  - Students know how to use the target vocabulary.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering Vocabulary pre-teaching Step 2: Task performance**   * 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.  **Step 3: Report and discussion -**   * Quickly write the words on one part of the board.   **Step 4: Judgement**  -Teacher checks students’ pronunciation and gives feedback. | **I. Listen and read**./ P. 8  **\*Vocabulary**   * harvest (v): thu hoạch * combine harvester (n) máy gặt * herd (v): chăn thả (gia súc) * paddy fields (n): cánh đồng lúa |
| **ACTIVITY 3: PRACTICE (20' - PW/IW)**  **1. Aim**:   * 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.   **2. 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).   **3. Products:**  - Students understand the conversation and know the vocabulary related to the topic.  **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |

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| **Task 1**  **Step 1: Task delivering Listen and read**  **Step 2: Task performing**   * Teacher plays the recording and asks students to circle the words learnt in the *Presentation* stage.   **Step 3: Report and discussion**   * Teacher can play the recording more than once * Students listen and read.   **Step 4: Judgement**   * Teacher checks the answers as a class and gives feedback. | The dialogue on page 16 |
| **Task 2. Read the conversation again and choose the correct answer to each question**  **Step 1: Task delivering**   * Teacher asks Ss to read the dialogue in detail to answer the questions.   **Step 2: Task performing**   * 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).* * 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.   **Step 3: Report and discussion** - Tell them to compare their answers in pairs before sharing them with the class. Ask them to give evidence to support their answers.  **Step 4: Judgement**   * Teacher checks the answers as a class and gives feedback. | **2. Read the conversation again and choose the correct answer to each question**  ***Answer key:***   1. A 2. B 3. C 4. A |
| **Task 3.**  **Step 1: Task delivering**  **Complete the sentences with the words and phrases from the box** | **3. Complete the sentences with the words and phrases from the box *Answer key:***  1. load |

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| **Step 2: Task performance**   * 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.   **Step 3: Report and discussion**   * T asks 2 students to write their answers on the board.   **Step 4: Judgement**   * Teacher checks the answers as a class and gives feedback. | 1. combine harvester 2. herd 3. paddy field 4. harvest time |
| **Task 4.**  **Step 1: Task delivering**  **Match the activities (1 - 6) that people living in the countryside often do with the pictures (a - f).**  **Step 2: Task performance**   * 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.   **Step 3: Report and discussion**   * 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.   **Step 4: Judgement**   * Teacher checks the answers as a class and gives feedback. | **4. Match the activities (1 - 6) that people living in the countryside often do with the pictures (a - f).**  **Answer key:**   1. d 2. a 3. f 4. e 5. b 6. c |
| **ACTIVITY 4: PRODUCTION/ FURTHER PRACTICE ( 8’)**  **1. Aim**:  - To get students to ask and answer about activities that rural people often do.  **2. Content:**  **-** Task 5: Work in pairs. Ask and answer about the pictures in 4.  **3. Products**:  **-** Students’ conversations | |

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| **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 5:**  **Step 1: Task delivering**   * **Work in pairs. Ask and answer about the pictures in 4.**   **Step 2: Task performance**   * 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.   **Step 3: Report and discussion**  Then, call on some pairs to practise in front of the class.  Comment on their performance.  **Step 4: Judgement**   * T gives feedback. | **5. Work in pairs. Ask and answer about the pictures in 4.**  ***Example:***   * *What are they doing in picture a?* * *They’re ploughing a field.* |
| **ACTIVITY 5: APPLICATION (5'- IW/PW)**  **1. Aim**:   * End up the lesson. Quickly assess if students remember what they have learnt * To give Home assignment   **2. Content**:   * Remind students of what they have learnt in the lesson. * Home assignment   **3. Products**:   * Students can repeat what they have learnt * Take note Home assignment   **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - Ask one or two Ss to tell the class what they have learnt.  **-** Home assignment  **Step 2: Task performance**   * Teacher summarizes the lesson * T lets Sts take note the home assignment   **Step 3: Report and discussion**   * T asks, Sts answer   **Step 4: Judgement** | * An overview about the topic *Life in the countryside* * Vocabulary *Life in the countryside* |

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| T gives feedback and requires Sts do homework. | **\* Home assignment:**  - Do more exercises in workbook. |

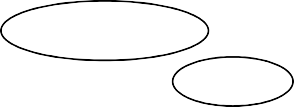
# Period 10-Lesson 2: A closer look 1

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| **ACTIVITY 1: WARM-UP(5’-PW/IW)**  **1. Aim:**   * To create an active atmosphere in the class before the lesson. * To lead into the new lesson.   **2. Content:**  **-** Game: Matching words with pictures  **3. Products:**  - Students get some vocabulary from the lesson and be ready for the lesson.  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Matching game:**  **Step 1: Task delivering**   * T gives out the handouts and divides the class into 10 groups and explains the rules.   **Step 2: Task performance**   * 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.   **Step 3: Report and discussion**   * Teacher shows students the answer on the screen and announces the winning group.   **Step 4: Judgement**   * T sets the context for the lesson. | **Matching game: Questions:**  Match the words with the correct pictures.  ***Suggested answers:***   1. cattle (n) 2. vast (adj) 3. crop (n) 4. hospitable (adj) 5. poultry (n) 6. picturesque (adj) |
| **ACTIVITY 2: PRESENTATION (20'-IW/PW)**  **1. Aim:**   * 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.   **2. Content:**  **-** Vocabulary pre-teaching: - cattle (n), cattle (n), crop (n), vast (adj), hospitable (adj), 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.   **3. Products:**  - Students understand how to use the vocabulary related to the topic.  **4. Implementation:** | |

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| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Vocabulary**  **Step 1: Task delivering**   * Teacher asks students to guess the meaning of the words that they have matched in the Warm-up activity.   **Step 2: Task performance Pre- teach vocabulary:**   * Teacher introduces the vocabulary. * Ss read   **Step 3: Report and discussion**   * Teacher checks students’ understanding by the follow-up tasks in student’s book.   **Step 4: Judgement**   * T gives feedback | **1.Vocabulary**   * cattle (n): gia súc * poultry (n): gia cầm * crop (n): hoa màu * vast (adj): mênh mông * hospitable (adj): hiếu khách * picturesque (adj): đẹp như tranh vẽ |
| **Task 1**  **Step 1: Task delivering**  **Circle the correct words to complete the sentences**  **Step 2: Task performance**   * Teacher asks Ss to read each sentence and choose the suitable noun that goes with the action verb before it.   **Step 3: Report and discussion**   * Let Ss work in pairs to compare their answers before sharing their answers. * Check and confirm the correct answers.   **Step 4: Judgement**   * T gives feedback | **2. Circle the correct words to complete the sentences**   1. cattle 2. fruit 3. crops 4. unloaded 5. catching |
| **Task 2.**  **Step 1: Task delivering**  **Match the following adjectives with their definitions**  **Step 2: Task performance**   * Teacher tells Ss quickly match the adjectives in the left column with their meanings in the right column individually.   **Step 3: Report and discussion**   * 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.   **Step 4: Judgement** | **2. Match the following adjectives with their definitions**  ***Answer key:***   1. c 2. d 3. e 4. b 5. a |

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| - T gives feedback |  |
| **Task 3.**  **Step 1: Task delivering**  **Complete the sentences with the words from 2**  **Step 2: Task performance**  -Teacher ask Ss to do the exercise individually and then check with the whole class.  **Step 3: Report and discussion**   * When checking, ask Ss to refer to 2 to make the meanings of the adjectives clearer to them.   **Step 4: Judgement**   * Teacher checks the answers as a class and gives feedback. | **3. Complete the sentences with the words from 2**   1. hospitable 2. well-trained 3. picturesque 4. vast 5. surrounded |
| **ACTIVITY 3: PRONUNCIATION (8'-IW/PW)**  **1. Aim:**   * To help Ss identify how to pronounce the sounds /ə/ and /ɪ/. * To help Ss practise pronouncing these sounds in words and sentences.   **2. 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/.  **3. Products:**  **-** Students repeat the words correctly in words and sentences.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 4.**  **Step 1: Task delivering**  **Listen and repeat the words. Pay attention to the sounds /ə/ and /ɪ/.**   * Teacher asks some Ss to read out the words first.   **Step 2: Task performance**   * 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. * Explain to Ss the difference between the two sounds if needed:   + /ɪ/ is a “front vowel”, meaning the front | **4. Listen and repeat the words. Pay attention to the sounds /ə/ and /ɪ/.** |

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| 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.  **Step 3: Report and discussion**   * Invite some Ss to say some words they know that include the two sounds.   -Students repeats the words correctly  **Step 4: Judgement**   * T gives feedback |  |
| **Task 5:**  **Step 1: Task delivering**  **Listen and practise the sentences. Underline the bold words with / ə /, and circle the bold words with / ɪ:/.**   * Have Ss quickly read the sentences.   **Step 2: Task performance**   * Now play the recording for Ss to listen to the sentences. * Ask them to pay attention to the underlined parts and tick the appropriate sounds. * 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.   **Step 3: Report and discussion**   * Invite some pairs to read the sentences aloud.   **Step 4: Judgement**   * Comment on their pronunciation of the sounds | **5: Listen and practise the sentences. Underline the bold words with / ə /, and circle the bold words with / ɪ:/.**  **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**.   1. People in my **village** usually   **gather** at weekends.   1. Please buy some **milk** and   **pasta** at the supermarket. |
| **ACTIVITY 4: APPLICATION (5'-IW)**  **1. Aim**:   * End up the lesson. Quickly assess if students remember what they have learnt * To give Home assignment   **2. Content**:   * Remind students of what they have learnt in the lesson. * Home assignment   **3. Products**:  - Students can repeat what they have learnt | |



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| - Take note Home assignment  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - Ask one or two Ss to tell the class what they have learnt.  **-** Home assignment  **Step 2: Task performance**   * Teacher summarizes the lesson * T lets Sts take note the home assignment   **Step 3: Report and discussion**   * T asks, Sts answer   -**Step 4: Judgement**  T gives feedback and requires Sts do homework. | **\* Home assignment:**  -Do more exercises in workbook. |

**Period 11-Lesson 3: A closer look 2**

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| **ACTIVITY 1: WARM-UP 6- GW/PW/IW)**  **1. Aim:**   * To review comparative forms of adjectives before the lesson. * To introduce the term of comparative form of adverbs.   **2. Content:**  - Making comparison between two pictures.  **3. Products:**  - Students’ answers.  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering Making comparison**  **Step 2: Task performance**   * Teacher shows the pictures on the screen. * Teacher asks students to make comparative sentences to describe the difference between the 2 pictures.   **Step 3: Report and discussion**   * Teacher gives some follow-up questions to lead in the introduction of the target grammar point.   **Step 4: Judgement**   * Teacher gives comments if necessary. | ***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. |
| **ACTIVITY 2: PRESENTATION (8'-PW/IW/GW)** | |

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| **1. Aim:**  - To teach Ss the comparative forms of some adverbs that Ss normally use in everyday conversations.  **2. Content:**  - The comparative adverbs  **3. Products:**  - Students know how to use the target grammar.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  **Grammar teaching: 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*.   **Step 2: Task performance**  Ss make comparative forms by adding *more*. Ss make comparative forms by adding -*er*.  **Step 3: Report and discussion**   * Invite some Ss to share their answers.   **Step 4: Judgement**   * T gives feedback * Teacher checks their answers as a class. | 1. **Grammar Examples:**    1. adding *more:*   slowly → more slowly carefully → more carefully   * 1. adding *-er:*   carefully → more carefully hard → harder   * 1. irregular adverbs: well → better   badly → worse |
| **ACTIVITY 3: PRACTICE (20' - GW/PM/IM)**  **1. Aim**:  - To help Ss practise the correct comparative forms of adverbs in sentences.  **2. 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.   **3. Products**:  - Students understand how to use the target grammar.  **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 1** (4mins)  **Step 1: Task delivering**  **Write the comparative forms of the adverbs in** | **II. Practice**  **1. Write the comparative forms of the adverbs in the** |

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| **the table below.**  **Step 2: Task performance**   * Have Ss do the exercise individually and then compare their answers with a partner. * Ask some Ss to write their answers on the board.   **Step 3: Report and discussion**   * Check the answers with the whole class. * Confirm the correct answers. * Checks Ss' answers as a class.   **Step 4: Judgement**   * T gives feedback | **table below**.  ***Answer key:*** | | |
|  | **Adverbs** | **Comparative forms** |
| long | longer |
| high | higher |
| late | later |
| quickly | more quickly |
| frequently | more frequently |
| early | earlier |
| much | more |
| little | less |
|  | | |
| **Task 2**  **Step 1: Task delivering**  **Complete the sentences with the comparative forms of the adverbs in brackets**  **Step 2: Task performance**   * Have Ss do the exercise individually and then compare their answers with a partner. * Ask some Ss to write their answers on the board.   **Step 3: Report and discussion**   * 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.   **Step 4: Judgement**   * T gives feedback | **2. Complete the sentences with the comparative forms of the adverbs in brackets**.  ***Answer key:***   1. more beautifully 2. more clearly 3. faster 4. harder 5. more heavily | | |
| **Task 3**  **Step 1: Task delivering**  **Complete the sentences with suitable comparative forms of the adverbs from the box.**  **Step 2: Task performance**   * Have Ss do these exercises individually and then compare their answers with a partner. * Ask some Ss to write their answers on the board.   **Step 3: Report and discussion**   * 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.   **Step 4: Judgement** | **3. Complete the sentences with suitable comparative forms of the adverbs from the box.**  ***Answer key:***   1. more carefully 2. faster 3. more quietly 4. more soundly 5. earlier | | |

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| - T gives feedback |  |
| **Task 4**  **Step 1: Task delivering**  **Read the situations and complete the sentences using the comparative forms of the adverbs in brackets**  **Step 2: Task performance**   * Have Ss work individually to write the sentences about themselves. 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. * Check the answers with the whole class.   **Step 3: Report and discussion**   * Invite some Ss to write their answers on the board. * Confirm the correct answers   **Step 4: Judgement**   * Comment on their answers. | **4. Read the situations and complete the sentences using the comparative forms of the adverbs in brackets**  ***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. |
| **ACTIVITY 3: PRODUCTION (10' - GW/PM/IM)**  **1. Aim**:  - To help Ss practise using comparative adverbs to make comparisons  **2. Content**:  **-** Task 5. Work in pairs. Ask and answer to find out who...  **3. Products**:  **-** Students’ conversations  **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 5.**  **Step 1: Task delivering**  **Work in pairs. Ask and answer to find out who Step 2: Task performance**   * 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.   **Step 3: Report and discussion**   * Then, call on some pairs to practise in front of the class. * Comment on their performance. | **5. Work in pairs. Ask and answer to find out who**  **Who:**   * can run faster * can jump higher * stay up late at night * gets up earlier in the morning   **Suggested outcome:**  *A: How fast can you run?*  *B: I can run 15 kilometres an hour.*  *A: Ok, so you can run faster than me.* |

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| **Step 4: Judgement**  - T gives feedback | *I can run fast but B can run faster than I do.* |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:   * End up the lesson. Quickly assess if students remember what they have learnt * To give Home assignment   **2. Content**:   * Remind students of what they have learnt in the lesson. * Home assignment   **3. Products**:   * Students can repeat what they have learnt * Take note Home assignment   **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - Ask one or two Ss to tell the class what they have learnt.  **-** Home assignment  **Step 2: Task performance**   * Teacher summarizes the lesson * T lets Sts take note the home assignment   **Step 3: Report and discussion**   * T asks, Sts answer   **Step 4: Judgement**   * T gives feedback and requires Sts do homework. | **\* Home assignment:**   * Ask Ss to make sentences about themselves, using comparative adverbs * Do more exercises in workbook. |

# Period 12-Lesson 4: Communication

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| **ACTIVITY 1: WARM-UP (5’-GW/PW/IW)**  **1. Aim:**   * To create an active atmosphere in the class before the lesson; * To lead into the new lesson.   **2. Content:**  **-** Rearrange to make a conversation.  **3. Products:**  - Students’ answers.  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering Jumbled conversation**  - Teacher gives out a jumbled conversation.  1. Thank you. Yours is, too. | ***Suggested answers:***  2. Happy birthday. Wow, you’re wearing such a beautiful dress. |

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| 1. Happy birthday. Wow, you’re wearing such a beautiful dress. 2. Here is your present. I hope you like it. 3. I’m glad you like it. 4. This is the best gift I have ever had. I love it.   **Step 2: Task performance**   * Teacher asks students to rearrange it to make a meaningful conversation.   **Step 3: Report and discussion**   * Teacher gives some follow-up questions to lead in the introduction of the target grammar point.   **Step 4: Judgement**   * Ask Ss to open their book and introduce what they are going to study….   -T gives feedback | 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. |
| **ACTIVITY 2: EVERYDAY ENGLISH (12’)**  **1. Aim:**   * To introduce ways of giving and responding to compliments. * To help Ss practise giving and responding to compliments   **2. 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.  **3. Products:**  - Students know how to use the structures to respond to compliments.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 1**  **Step 1: Task delivering**  **Listen and read the conversations. Pay attention to the highlighted sentences**. **Step 2: Task performance**  **-** 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.  **Step 3: Report and discussion**  - Have Ss practise the dialogues in pairs. Call on some pairs to practise the dialogues in front of the class.  **Step 4: Judgement**  -T gives feedback | **1. Listen and read the conversations. Pay attention to the highlighted sentences**. |
| **Task 2.** | **2. Work in pairs. Make similar** |

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| **Step 1: Task delivering**  **Work in pairs. Make similar conversations to practise giving and responding to compliments, using the cues below**  **Step 2: Task performance**   * Ask Ss to work in pairs to make similar dialogues with the given cues. * Move around to observe and provide help.   **Step 3: Report and discussion**   * Call on some pairs to practise in front of the class.   **Step 4: Judgement**  -Comment on their performance.   * Teacher checks students’ understanding by asking some checking-questions. | **conversations to practise giving and responding to compliments, using the cues below**  **Cues:**   * a shirt * a bicycle * a school bag |
| **ACTIVITY 3: ADVERTS FOR BEAUTIFUL VILLAGES (26’)**  **1. Aim:**   * 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.   **2. 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.   **3. Products:**  - Students know about two traditional villages in Viet Nam and the Netherlands.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 3.**  **Step 1: Task delivering**  *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*  **Step 2: Task performance**  - 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 | **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.**  ***Suggested answers:*** |

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| **Statements** | **Duong Lam** | **Hollum** |
| 1. It’s an ancient village. | ✔ | ✔ |

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| correct boxes. |  | 2. We can visit an ancient pagoda, traditional houses, and temples in this  village. |  |  |  |
| - 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.   **Step 3: Report and discussion**   * Invite some Ss to share their answers. |  |
| 3. We can get there by plane or  ferry. |  | ✔ |
|  |  |  |
| - Check the answers as a class.  **Step 4: Judgement**  -T gives feedback | 4. We can go  there by car, bus, or bike. | ✔ |
| 5. It has a |  |  |
|  | lighthouse. | ✔ |
| **Task 4**  **Step 1: Task delivering**  **Work in groups. Take turns to talk about the similarities and differences between Duong Lam and Hollum**  **Step 2: Task performance**  -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.  **Step 3: Report and discussion**   * Call on some Ss to give the presentation to the whole class.   **Step 4: Judgement**  After each student finishes his or her presentation, invite comments on his or her clarity, language, and fluency from other Ss. | **4. Work in groups. Take turns to**  **talk about the similarities and differences between Duong Lam and Hollum**  **Example:**  *Duong Lam and Hollum are both ancient villages, …* | | | | |
| **Task 5** | **5. Work in pairs. Which village in** | | | | |
| **Step 1: Task delivering** | **3 would you like to visit for a** | | | | |
| **Work in pairs. Which village in 3 would you** | **holiday? Explain your choice to** | | | | |
| **like to visit for a holiday? Explain your** | **your partner.** | | | | |
| **choice to your partner.** | ***Suggested outcome:*** | | | | |

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| **Step 2: Task performance**   * 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.   **Step 3: Report and discussion**   * Call on some pairs to perform the task in front of the class. T and other Ss listen and make comments.   **Step 4: Judgement**   * Teacher gives feedback. | 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 … |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:   * End up the lesson. Quickly assess if students remember what they have learnt * To give Home assignment   **2. Content**:   * Remind students of what they have learnt in the lesson. * Home assignment   **3. Products**:   * Students can repeat what they have learnt * Take note Home assignment   **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - Ask one or two Ss to tell the class what they have learnt.  **-** Home assignment  **Step 2: Task performance**   * Teacher summarizes the lesson * T lets Sts take note the home assignment   **Step 3: Report and discussion**   * T asks, Sts answer   **Step 4: Judgement**   * T gives feedback and requires Sts do homework. | **\* Home assignment:**  - Do more exercises in workbook. |

**Period 13-Lesson 5: Skills 1**

**ACTIVITY 1: WARM UP (5’) Pre – reading**

**1. Aim:**

* 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.

**2. Content:**

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

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| **3. Products:**  - Students’ answers  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 1**  **Step 1: Task delivering**  **Work in pairs. Look at the picture and discuss the following questions**  **Step 2: Task performance**   * 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.   **Step 3: Report and discussion**   * Ask some Ss to say their answers in front of the class.   **Step 4: Judgement**  **-** Teacher corrects for students (if needed) | **1. Work in pairs. Look at the picture and discuss the following questions**  **Questions:**   * What can you see in the picture? * Which adjectives in the box can be used to describe the picture?   ***Suggested answers:***   * *paddy fields, cattle (buffaloes), farmers, a combine harvester, a lake / pond, trees, houses, a dirt road, horizon, etc.* * *peaceful, vast, picturesque* |
| **ACTIVITY 2: READING (18’)**  **1. Aim:**   * To improve Ss’ knowledge of vocabulary related to community activities. * To improve Ss’ skill of reading for specific information.   **2. Content:**   * Vocabulary: stretch (v), canal (n), cultivate (v), 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. * Task 3: Read the text again and tick T (True) or F (False) for each sentence.   **3. Products:**  - Students know how to use the target vocabulary.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering Pre - teach vocabulary:**  **Step 2: Task performance**   * Teacher explains the meaning of the new vocabulary by pictures. * Teacher reveals that the words according to | 1. **Reading**    1. **Vocabulary**  * stretch (v): trải dài * canal (n): kênh đào * cultivate (v): kênh đào * orchard (n): kênh đào |

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| the pictures will appear in the reading text and asks students to open their textbook to find these words   * Teacher introduces the vocabulary.   **Step 3: Report and discussion**   * Invite some Ss to read   **Step 4: Judgement**   * Teacher checks students’ understanding with follow up questions. |  |
| **Task 2.**  **Step 1: Task delivering**  **Read the text about life in a village in Viet Nam. Match the highlighted words in the text with their meanings**  **Step 2: Task performance**   * 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.   **Step 3: Report and discussion**   * Check the answers as a class.   **Step 4: Judgement**   * Confirm the correct answers | **2. Read the text about life in a village in Viet Nam. Match the highlighted words in the text with their meanings.**  ***Answer key:***   1. c 2. a 3. d 4. b |
| **Task 3.**  **Step 1: Task delivering**  **Read the text again and tick T (True) or F (False) for each sentence.**  **Step 2: Task performance**   * 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.   **Step 3: Report and discussion**   * Invite some Ss to share their answers. Have them explain their answers.   **Step 4: Judgement**   * Confirm the correct answers. | **3. Read the text again and tick T (True) or F (False) for each sentence.**  ***Answer key:***   1. T 2. T 3. F 4. F 5. T |

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| -Teacher corrects the students as a whole class. |  |
| **ACTIVITY 3: Post- reading/ speaking (15’)**  **1. Aim:**   * 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   **2. 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.   **3. Products:**  **-** Students’ speaking.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 4**  **Step 1: Task delivering**  **Make notes about the village or town where you live or which you know.**  **Step 2: Task performance**   * 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.   **Step 3: Report and discussion**   * Invite some Ss to share their answers.   **Step 4: Judgement**   * T and other Ss listen and make comments. | **II. Speaking**  **1.4. Make notes about the village or town where you live or which you know.**  ***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,…* |
| **Task 5**  **Step 1: Task delivering**  **Work in groups. Take turns to talk about the village or town where you live or which you know. Use the information in 4.**  **Step 2: Task performance**   * 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 | **2.5. Work in groups. Take turns to talk about the village or town where you live or which you know. Use the information in 4. Suggested outcome:**  *I live in Duong Lam. It’s an old village outside Ha Noi. It has ...* |

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| 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.  **Step 3: Report and discussion**   * If there is enough time, call on some Ss to talk before the whole class, then invite some positive comments from other Ss. * Invite some Ss to share their group’s answers to the class. * Ask other groups to listen and give comments.   **Step 4: Judgement**   * Comment on Ss' answers. * Encourage some Ss to speak in front of the class, the class comments on their classmate's content, pronunciation, fluency, language (grammar, use of words, etc.), body language.   T can help the class give feedback. |  |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:   * End up the lesson. Quickly assess if students remember what they have learnt * To give Home assignment   **2. Content**:   * Remind students of what they have learnt in the lesson. * Home assignment   **3. Products**:   * Students can repeat what they have learnt * Take note Home assignment   **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - Ask one or two Ss to tell the class what they have learnt.  **-** Home assignment  **Step 2: Task performance**   * Teacher summarizes the lesson * T lets Sts take note the home assignment   **Step 3: Report and discussion**   * T asks, Sts answer   -**Step 4: Judgement**  T gives feedback and requires Sts do homework. | **\* Home assignment:**  - Do more exercises in workbook. |

# Period 14-Lesson 6: Skills 2

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| **ACTIVITY 1: WARM UP (-5’)**  **1. Aim:**   * To create an active atmosphere in the class before the lesson; * To lead into the new lesson.   **2. Content:**  - Miming game: Activities that rural people do.  **3. Products:**  - Students’ answers.  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Miming game:**  **Step 1: Task delivering**  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..  **Step 2: Task performance**  Ss answer the questions.  **Step 3: Report and discussion**  -T calls Ss to give answers.   * Lead to the new lesson: Listening and Writing about activities with friends   **Step 4: Judgement**   * Introduce the objectives of the lesson. | **Miming game: Questions:**   * What am I doing?   ***Suggested answers:***   * cultivating * harvesting   … |
| **ACTIVITY 2: PRE-LISTENING (5’)**  **1. Aim:**  - To help Ss understand and activate their knowledge of the topic.  **2. Content:**  - Task 1: Work in pairs. Discuss the following question.  **3. Products:**  - Students get vocabulary and knowledge for the listening tasks.  **4. Implementation:**  - Teacher’s instructions… | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Pre-listening: Task 1. Step 1: Task delivering**  **Work in pairs. Discuss the following question. Step 2: Task performance** | **1. Work in pairs. Discuss the following question.**  **Questions:** |

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| * Ask Ss to work in pairs discussing questions about what they like or dislike about life in the countryside.   **Step 3: Report and discussion**   * 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.   **Step 4: Judgement**   * Ss share their answer. * T gives feedback | What do you like or dislike about life in the countryside? |
| **ACTIVITY 3: LISTENING (12’)**  **1. Aim:**  - To help Ss develop their skill of listening for specific information.  **2. 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   **3. Products:**  - Students get knowledge for the listening tasks.  **4. Implementation:**  - Teacher’s instructions… | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 2.**  **Step 1: Task delivering**  **Listen to three people talking about life in the countryside. Choose the opinion (A - C) that each speaker (1 - 3) expresses.**  **Step 2: Task performance**   * 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.   **Step 3: Report and discussion**   * Have Ss share their answers in pairs.   Invite some pairs to answer and confirm the correct ones.  **Step 4: Judgement**   * T checks and corrects. | **2. Listen to three people talking about life in the countryside. Choose the opinion (A - C) that each speaker (1 - 3) expresses.**  ***Answer key:***  Speaker 1: B  Speaker 2: A  Speaker 3: C |

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| **Task 3.**  **Step 1: Task delivering**  **Listen again and choose the correct answer A, B, or C.**   * Tell Ss that they are going to listen to the interview again and complete the table of information.   **Step 2: Task performance**   * 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.   **Step 3: Report and discussion**   * 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.   **Step 4: Judgement**  **-** Teacher corrects the answer as a whole class. | **3. Listen again and choose the correct answer A, B, or C. *Answer key:***  1.C   1. A 2. C 3. A 4. B |
| **ACTIVITY 4: While/post – Writing (14’)**  **1. Aim:**   * 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   **2. 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.   **3. Products:**  **-** Students’ speaking  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 4.**  **Step 1: Task delivering**   * **Work in groups. discuss and write what you like or dislike about life in the countryside. Step 2: Task performance** * Ask Ss to discuss and write what they like or dislike about life in the countryside and | **4. Work in groups. discuss and write what you like or dislike about life in the countryside.** *Students’ notes* |

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| reasons for them. Remind them that they can both write full sentences and make notes, and they can even use abbreviations.  **Step 3: Report and discussion**   * Then ask Ss to share their writings with their partners. Read out the writings of some more able Ss to the whole class.   **Step 4: Judgement**   * Comment on their answers. |  |
| **Task 5.**  **Step 1: Task delivering**  **Write a paragraph (80 - 100 words) about what you like or dislike about life in the countryside.**  **Step 2: Task performance**   * 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 answers 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.   * Ask Ss to write the first draft individually.   **Step 3: Report and discussion**  -Teacher may display all or some of the Ss’ writings on the wall / bulletin board.  **Step 4: Judgement**  -Teacher and other Ss comment. Ss edit and revise their writing as homework. If time is limited, Teacher may ask Ss to write the final  version at home. | **5. Write a paragraph (80 -**  **100 words) about what you like or dislike about life in the countryside.**  ***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 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. |
| **ACTIVITY 5: APPLICATION (5' )**  **1. Aim**:   * End up the lesson. Quickly assess if students remember what they have learnt * To give Home assignment   **2. Content**:   * Remind students of what they have learnt in the lesson. * Home assignment   **3. Products**:   * Students can repeat what they have learnt * Take note Home assignment   **4. Implementation:** | |
| **TEACHER AND STUDENTS'** | **CONTENTS** |

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| **ACTIVITIES** |  |
| **Step 1: Task delivering (Home assignment)**  - Ask one or two Ss to tell the class what they have learnt.  **-** Home assignment  **Step 2: Task performance**   * Teacher summarizes the lesson * T lets Sts take note the home assignment   **Step 3: Report and discussion**   * T asks, Sts answer   **Step 4: Judgement**  T gives feedback and requires Sts do homework. | **\* Home assignment:**  - Do more exercises in workbook. |

**Period 15-Lesson 7: Looking back & project**

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| **ACTIVITY 1: WARM UP (5’)**  **1. Aim:**   * To create an active atmosphere in the class before the lesson; * To lead into the revision   **2. Content:**   * Unit review * Project presentation   **3. Products:**  - Ss can tell the teacher what they have learnt in unit 2  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Revision** | **Questions:** |
| **Step 1: Task delivering** | - What have we learnt in Unit |
| - Teacher asks Ss to think of what they have | 2? |
| learnt already in Unit 2 | ***Suggested answers:*** |
| **Step 2: Task performance**   * Ss work in pairs to do the task.   **Step 3: Report and discussion**   * Teacher calls some students to retell.   **Step 4: Judgement**   * Teacher confirms and leads them to do all the | * words about life in the countryside * the sounds /ə/ and /ɪ/ in words and sentences * comparative forms of adverbs * giving and responding to compliments * reading about different aspects of |
| exercises in books. | 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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| **ACTIVITY 2: PRACTICE EXERCISES (10’)/ Vocabulary**  **1. Aim:**  - To help Ss revise the vocabulary items they have learnt in the unit 2  **2. Content:**   * Task 1: Write a phrase from the box under the correct picture. * Task 2: Choose the correct answer A, B, or C.   **3. Products:**  - Students remember the vocabulary learnt.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 1**  **Step 1: Task delivering**  **Write a phrase from the box under the correct picture**  - Have Ss do Task 1 individually then compare their answers with their partners.  **Step 2: Task performance**  **-** Ss do this activity individually.  **Step 3: Report and discussion**   * Ask for Ss’ answers or ask some Ss to read out their answers in front of the class.   **Step 4: Judgement**   * Confirm the correct answers. | **1. Write a phrase from the box under the correct picture**  ***Answer key:***   1. ploughing fields 2. catching fish 3. drying rice 4. unloading rice 5. feeding pigs 6. milking cows |
| **Task 2.**  **Step 1: Task delivering**  **Write complete sentences from the given cues**  **Step 2: Task performance**   * Have Ss do this activity individually then compare their answers with their partners.   **Step 3: Report and discussion**   * Ask for Ss’ answers or ask some Ss to read out their answers in front of the class.   **Step 4: Judgement**   * Confirm the correct answers.. | **2. Choose the correct answer A, B, or C**  ***Answer key:***   1. B 2. C 3. A 4. C 5. A |
| **ACTIVITY 3: PRACTICE EXERCISES ( 12’)/ Grammar**  **1. Aim:**  - To help Ss revise the forms and uses of comparative adverbs.  **2. 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.   **3. Products:**  - Students’ answers. | |

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| **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 3.**  **Step 1: Task delivering**  **- Complete the sentences with the comparative forms of the adverbs in brackets**   * Ask Ss to explain the form of the verbs after verbs of liking / disliking that they have learnt in the unit.   **Step 2: Task performance**   * Have Ss do this exercise individually then compare their answers with a partner.   **Step 3: Report and discussion**  Call on some Ss to give the answers.  **Step 4: Judgement**   * 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. | **3. Complete the sentences with the comparative forms of the adverbs in brackets**  ***Answer key:***   1. earlier 2. more fluently 3. more easily 4. more heavily 5. harder / better |
| **Task 4**  **Step 1: Task delivering**  **Underline the mistakes in the sentences and correct them**  **Step 2: Task performance**   * Ask Ss to do the exercise individually first. Then they can check their answers with a partner .   **Step 3: Report and discussion**   * Ask for Ss’ answers or ask one student to write his / her answer on the board.   **Step 4: Judgement**   * 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. | **4. Underline the mistakes in the sentences and correct them**  ***Answer key:***   1. as → than 2. quicklier → more quickly 3. more hardly → harder 4. the earlier → earlier 5. more highly → higher |
| **ACTIVITY 4: PROJECT (14’)**  **1. Aim:**  - To help Ss practise making their own poster about their favourite village and present their work.  **2. Content:**  **-** To help Ss develop the skill of working in pairs to do a project.  **3. Products:**  **-** Students’ speaking | |

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| **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**   * Ask Ss to read the instructions again (T has already assigned the project since the first lesson of the Unit and check their progress after each lesson). Let students have some time to check their posters for the final time and make any adjustments if necessary.   **Step 2: Task performance**   * 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.   **Step 3: Report and discussion**   * Students vote for the best poster.   **Step 4: Judgement**   * T gives feedback | **Suggested outcome:** *Students’ posters & presentations* |
| **ACTIVITY 5: APPLICATION (5' )**  **1. Aim**:   * End up the lesson. Quickly assess if students remember what they have learnt * To give Home assignment   **2. Content**:   * Remind students of what they have learnt in the lesson. * Home assignment   **3. Products**:   * Students can repeat what they have learnt * Take note Home assignment   **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - Ask one or two Ss to tell the class what they have learnt.  **-** Home assignment  **Step 2: Task performance**   * Teacher summarizes the lesson * T lets Sts take note the home assignment   **Step 3: Report and discussion**   * T asks, Sts answer   **Step 4: Judgement**   * T gives feedback and requires Sts do homework. | **\* Home assignment:**  - Do more exercises in workbook. |